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ABSTRACT

This manual outlines a competency-based preparation program for school counselors. The program is based on a developmental process which includes specific dimensions of knowlege and self-awareness as well as the professional competencies deemed essential to the practice of counseling. The school counselor's role is defined and three levels of competency and certification are described. The assumptions, rationale and evidence of competence are outlined for each of the entry, initial and continuing levels of competency. Procedures for counselor certification and guidelines for assessment are also provided. (SJL)

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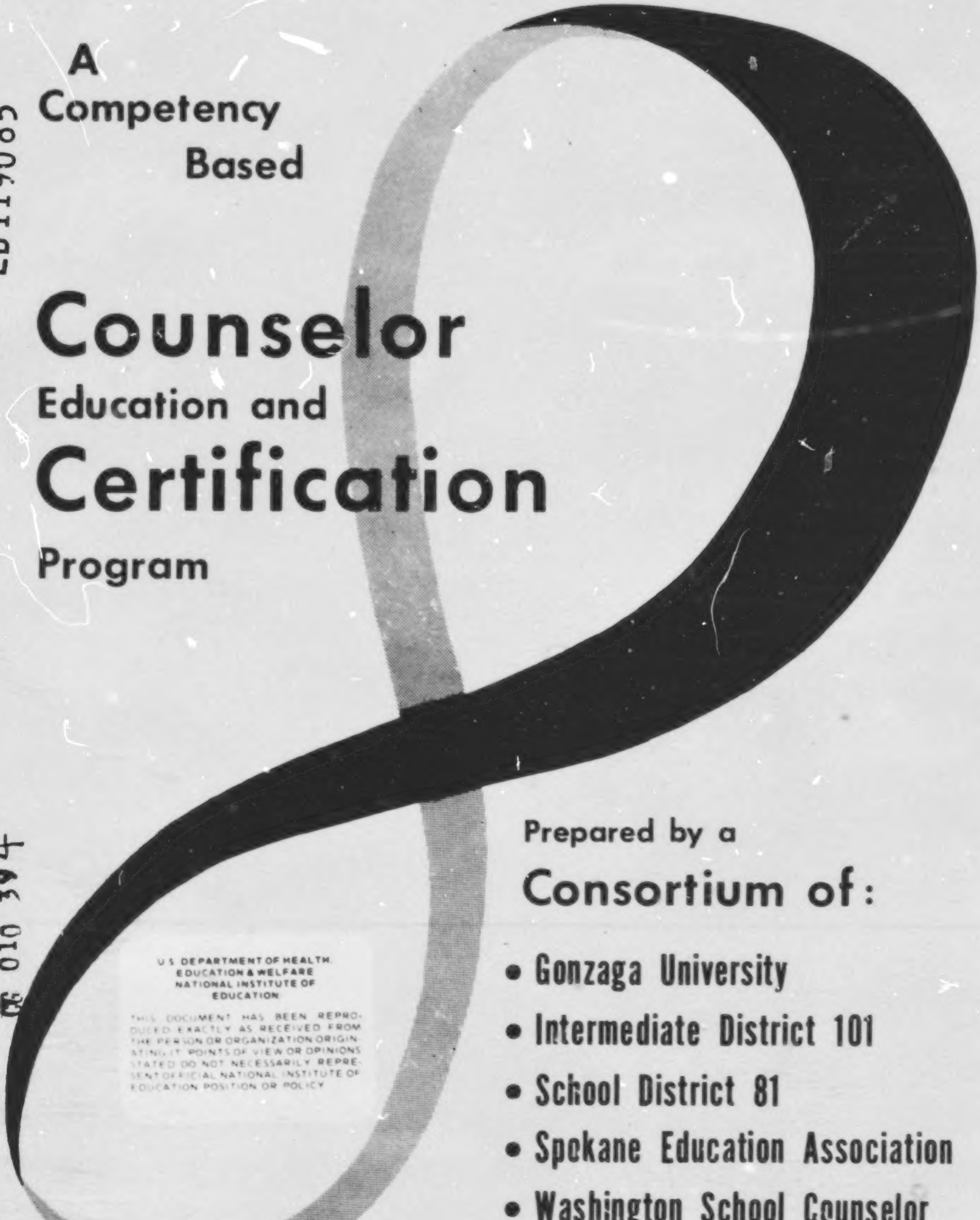
A Competency Based Counselor Education and Certification Program



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Prepared by a

Consortium of:

- Gonzaga University
- Intermediate District 101
- School District 81
- Spokane Education Association
- Washington School Counselor Association

Program for Counselor Certification

by

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Consortium

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Procedures Used By The Consortium For The Preparation of The Program

I. Consortium Membership - This program was prepared by a consortium representing Spokane School District 81, Intermediate School District 101, Spokane Education Association, Washington School Counselors Association, and Gonzaga University.

II. Procedures - It was agreed that all decisions of the consortium would be determined by consensus.

III. Responsibilities - Consortium members were responsible for keeping the organization they represented informed as to the consortium activity and to invite input.

History of Consortium Activities

The five participating agencies decided to form a consortium because of their history of working together to provide training experiences for counselor candidates prior to the 1971 Standards. Their mutual experiences indicated that each agency had resources necessary for a counselor preparation program and that the demand for providing such a preparation program existed.

1. Received letters of appointment from each organization represented in the consortium. December, 1971.
2. Established operating procedures. January, 1972.
3. Filed Letter of Intent with State Department of Public Instruction. January, 1972.
4. Received grant from State Department of Public Instruction. 1971, 1972, 1973, 1974.
5. Worked in groups and individually on program components. October, 1971 to present.
6. Instituted proposed program at Gonzaga University. September, 1973.
7. Submitted proposed program to Program Review Committee of Intermediate School District 101 Umbrella Consortium. November, 1973.

8. Received approval by Program Review Committee of Intermediate School District 101 Umbrella Consortium, November, 1973.

9. Submitted proposed program to Intermediate School District 101 Umbrella Consortium. December, 1973.

10. Received approval by Intermediate School District Umbrella Consortium. December 13, 1973.

11. Submitted proposed program to State Department of Public Instruction. January 3, 1974.

12. Received five year operational approval by State Department of Public Instruction for Preparatory and Initial level certification in May, 1974.

13. Received five year operational approval by State Department of Public Instruction for Continuing level certification in October, 1974.

14. Conducted Training Workshop for Certification Advisors in January, 1975.

15. Reviewed and edited Consortium Manual in July, 1975.

Preface

The program presented in this document is based on a number of presuppositions. They are noted here as context to the following program description.

First, counseling is viewed as a field of application, an applied science. Persons who counsel professionally are practitioners in a field of endeavor which depends on observable results for its raison d'etre.

Thus, a second presupposition underlying the present program underscores the decision that a preparation program for counselors must make clear its impact in the form of demonstrated competency by candidates for counselor certification. Assumed in the development and implementation of this program is the position, then, that counselors-in-training can be assessed for effectiveness through a variety of means of observing and measuring specific demonstrations of competency.

Finally, the major supposition upon which the program presented here rests is that the multiplicity of human, professional competencies deemed essential to the practice of counseling, including all the specified dimensions of knowledge and self-awareness, are subject to a developmental process which is facilitated through this program.

BY-LAWS

ARTICLE I - NAME

Section 1. Spokane School District 81, Intermediate School District 101, Spokane Education Association, Washington School Counselors Association, and Gonzaga University Counselor Certification Consortium.

ARTICLE II - PURPOSE

Section 1. The purpose of this consortium is to develop and implement a program consistent with the 1971 Washington State Standards for the certification of Educational Staff Associates in counseling.

ARTICLE III - MEMBERSHIP

Section 1. Agencies - Membership in the consortium shall consist of three basic agencies; with at least one agency representing 1) school district(s), 2) professional association(s), and 3) institution(s) of higher learning. Any agency may change its designated representative by writing a letter to the chairman of the consortium who will notify the State Department of Public Instruction.

Section 2. Expansion - Any interested school organization, professional association or institution of higher learning may petition in writing for membership to the consortium. Decisions regarding expansion of membership will be made on the basis of human and material resources available to the consortium to fulfill training and certification needs of additional membership.

Section 3. Dissolution - The consortium will be dissolved whenever membership no longer consists of at least one representative from a: school organization, professional organization and institution of higher learning. Any agency may end its membership by a letter from the agency's presiding officer (president, superintendent) to the consortium chairman. The consortium chairman shall notify the State Department of Public Instruction of any agency withdrawal. The consortium chairman shall also notify the District 101 Umbrella Consortium of dissolution of the consortium and will provide the Umbrella Consortium with names of certification candidates currently involved in the certification process. The District 101 Umbrella will then arrange for these candidates to join another consortium, if available, or establish another consortium-task force to provide for these candidates.

ARTICLE IV - PROCEDURES

Section 1. Voting - Each of the three basic agencies shall have one vote; one vote for the school organization(s), one vote for the professional organization(s) and one vote for the institution(s) of higher learning. All policies and procedures shall be established by consensus of the members present.

Section 2. Officers - The consortium shall elect a chairman to serve a two year term. During the chairman's second year of office the consortium shall elect a chairman-elect.

Section 3. Quorum - A quorum shall consist of one representative from a school district, a professional agency and an institution of higher learning.

ARTICLE V - OBLIGATIONS

Section 1. Review - (A) The consortium shall arrange for an annual internal review of the extent to which the preparation program is meeting its major objectives. (B) The consortium will arrange for a three to five-year external review of its program.

Section 2. Certification Advisors - The consortium shall approve a list of qualified members from each consortium agency. Each candidate shall select their advisor from this list.

Qualifications of Certification Advisors

1. Certification advisors must be certified as possessing the competencies through the continuing level as specified in this document.
2. Certification advisors must be acquainted with the certification assessment process as specified in this document.

Duties of Certification Advisors

1. Certification advisors shall assist applicants in completing the necessary application procedures.
2. Certification advisors shall assist the applicant in determining what level of certification the candidate should apply for.
3. Certification advisors shall assist applicants in planning learning experiences for applicants.
4. Certification advisors shall arrange for assessment of specific competencies.

5. Certification advisors shall arrange for the completion of the candidate's progress record form and maintain a copy of this record in the consortium's record depository.
6. Certification advisors shall assist the applicants for arranging for final assessment by a Certification Assessment Board.
7. The Certification advisor shall conduct the Certification Assessment Board meeting.
8. The Certification advisor shall advise the consortium of the effectiveness of the certification procedures.

Section 3. Certification Assessment Board - The consortium shall approve a list of qualified members from each consortium agency. Each candidate shall select their Certification Assessment Board from this list. The Board shall consist of at least three members, representing the three basic agencies of the consortium and include the certification advisor.

Qualifications of Certification Assessment Board

1. Certification Assessment Board members must be certified as possessing the competencies through the continuing level as specified in this document.
2. Certification Assessment Board members must be acquainted with the certification and assessment process as specified in this document.

Duties of Certification Assessment Board

1. The Certification Assessment Board shall administer final assessments for the level of certification requested by the applicant.
2. The Certification Assessment Board assessment shall examine evidence of competence provided by the candidate for each of the areas required for the requested level of certification.
3. Decisions by the Certification Assessment Board shall be made by a majority vote.
4. The Certification Assessment Board shall notify the consortium chairman in writing of the results of each assessment.

ARTICLE VI - APPEAL

Section 1. New Certification Assessment Board - Any applicant may appeal the decision of the Certification Assessment Board by asking the consortium for permission to choose a new Certification Assessment Board from the approved list of Board members. The second Board will conduct a re-examination. The decision of the second Board may not be appealed until evidence of improved competencies is submitted to the second Board. When such evidence is submitted, the second Board will reconvene and conduct another examination.

Section 2. 101 Umbrella Consortium - As an alternative to the procedure outlined in Article VI, Section 1 of this document, the candidate may appeal through the appeal procedure of the Intermediate School District 101 Umbrella Consortium.

ARTICLE VII - RECIPROCITY

Section 1. Initial Certificate Holders - Holders of initial ESA Counseling certificates shall be admitted to programs leading to continuing certification.

Section 2. Standard Certificate Holders - Holders of standard certificates or of valid teacher certificates may be admitted to programs leading to initial or continuing certification, provided they meet entry level requirements, without jeopardizing their prior certification status.

Section 3. Temporary Certificate Holders - Holders of temporary ESA Counseling certificates may be admitted to programs leading to initial or continuing certification, provided they meet entry level requirements.

ARTICLE VIII - MEETINGS

Section 1. The consortium shall meet at least once during the Fall and once during the Spring of each year. At those meetings a schedule of intervening meetings may be established according to needs identified for that period of time.

ARTICLE IX - FINANCES

Section 1. Consortium Members Advising Examination Board. Each member of the consortium, the Certification Advisor, and the Certification Examination Board will be paid for consortium work and expenses.

Section 2. Expenditures - Other expenditures for consortium activities may be authorized.

Section 3. Fees - Applicants for certification may be assessed fees to cover the expenses of the evaluation process.

Section 4. Record Keeping - One of the member agencies shall serve as the record keeping depository of the consortium. The consortium shall pay for any expenses incurred in this regard.

Section 5. Fiscal Agent - One of the member agencies shall serve as the consortium fiscal agency. The consortium shall pay for any expenses incurred in this regard.

ARTICLE X - AMENDMENTS

Section 1. Amendments to and review of the by-laws may be made only after each member of the consortium has been provided with a written copy of the proposed change and a decision by consensus of the three basic agencies is reached.

ARTICLE XI - MANAGEMENT

Section 1. Contact Person - Correspondence with the consortium shall be made through the chairman. The name and address of the chairman shall be available at the office of the Washington State Superintendent of Public Instruction.

Section 2. Record Keeping - The certification advisor shall keep an up-to-date copy of the candidate's progress form in the consortium's record depository. A copy of this form will be provided to the candidate as a record of his/her progress for the purposes of transfer to other consortia.

Section 3. Certification Process - The Certification candidate should present his/her letter from the Certification Assessment Board indicating the approved level of certification to the office of the School of Education at Gonzaga University. This office will assist the candidate in processing their certification application with the State Department of Public Instruction.

Consortium Human Resources - Funded

Source --	Personnel --	Duties
Gonzaga University	3 Doctorate Counselor Educators	Conduct Competency Sess Supervise Field Experienc Certification Assessment Board Certification Advisors

Consortium Human Resources - Not Funded

Source --	Personnel --	Duties
District 101	Consultant/Administrators	Fiscal Services
District 81	Counselors/Administrators	Field Supervisors Certification Assessment Board Certification Advisors
Spokane Education Association	Counselors/Administrators/ Teachers	Field Supervisors Certification Assessment Board Certification Advisors
Washington Association School Counselors	Counselors/Administrators/ Teachers	Field Supervisors Certification Assessment Board Certification Advisors
Gonzaga University	Counselor Educators/ Administrators	Field Supervisors Certification Assessment Board Certification Advisors

Consortium Material Resources

Instructional materials and field experiences available at:

Gonzaga University
Spokane School District 81
Intermediate School District 101

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ROLE STATEMENT FOR A SCHOOL COUNSELOR

The counselor is a human development specialist within the school program. His/her function may vary from level to level, but he/she must always be able to work as a member of the educational team. He/she should be able to manage, counsel, consult, and coordinate in a professional and accountable manner. The results of the counselor's efforts should facilitate the learning process.

Management involves organization planning and evaluation of guidance programs. The counselor determines the areas of psycho-social needs of the school population and on this basis, manages a guidance program.

Counseling provides a setting necessary for those learnings about self and others which cannot be accommodated in other school settings. The counselor develops and maintains effective individual and group relationships and provides assistance with the student's personal, educational, and/or career needs and concerns.

By consulting with parents, teachers and other professionals, the counselor is a resource person providing support and information. He/she assists parents in developing realistic perceptions of their children's aptitudes, abilities, interests, attitudes, and development as related to educational and career planning, school programs and personal-social development. He/she assists teachers in identifying pupils with special needs or problems.

Through coordination activities, the counselor integrates the resources of the school and community. He/she may act as a referring agent or a coordinator of ideas, resources, and people.

In all the above activities, the counselor demonstrates ethical behavior consistent to the American Personnel and Guidance Association Code of Ethics. Continuous professional growth and development will be demonstrated throughout the career of the counselor.

Rationale for Three Levels of Competency and Certification

The program developed by this consortium maintains the same competency areas throughout the three levels of certification. The competencies are divided into two major categories; (1) Knowledge and (2) Self-Awareness. Each of these categories contains an assortment of information, attitudes and skills. However, for each certification level, a different performance level for each competency area is demanded. This model of continuous development results in the competencies of each succeeding level of certification building upon the competencies of previous certification levels.

At the Preparatory Certification level, the candidate is requested to demonstrate his skills primarily through descriptions. At the Initial Certification level the candidate is requested to not only describe, but to perform consistently with that description in a school setting. Finally at the Continuing Certification level the candidate must not only describe and implement consistent school-wide guidance programs but additionally assist the profession at large to develop and implement school guidance programs.

Entry level competency allows the candidate to work toward preparatory, or higher level certification. Exit level competency at the Preparatory level may serve as entry level competency for Initial level work and allows the candidate to begin a supervised field experience. Exit level competency at the Initial level serves as entry level competency for Continuing level work and allows the candidate to seek employment as a counselor.

Entry Level Competencies

Assumptions

This program is based on the following assumptions: That a candidate must possess competency in the following three areas in order to successfully complete the certification process:

1. Learning Skills (i.e., reading, writing, general cultural knowledge).
2. Communication Skills (i.e., listening, speaking, writing).
3. Interpersonal Relationship Skills (i.e., evidence of ongoing successful human relationships).

Rationale

The preceding assumption is based upon the following rationale:

1. That the counselor candidate must be able to comprehend information relating to the counseling profession.
2. That counselor candidates must be able to express self in oral and written form at a professional level.
3. That counselor candidates must be able to establish successful human relationships as assessed by other than the candidate.

Examples of Evidence of Competence

The Consortium suggests the following examples of materials which might be submitted to demonstrate competency in the above areas:

1. Evidence of achievement in the fine, performing, or applied arts.
2. Evidence of previous vocational success.
3. Audio, Video Tapes.
4. Personal interview.
5. Recommendations (suggested forms - Appendix).
6. Personal statement (suggested form - Appendix).
7. College undergraduate/graduate record.
8. Graduate Record Examination Score.
9. Other expressions of competence in the three areas are invited.

Initial Level Competencies

Assumptions

This program is based upon the following assumptions:

1. Each counselor must develop his/her own theory of counseling.
2. A counselor preparation program must allow for the individual needs of counselors-in-training.
3. There is a common core of competencies which are needed by counselors, regardless of setting or level.
4. The integration of theory into practice (i.e., practicum experience) is essential in the training of the professional counselor.

Rationale

This consortium believes that each candidate for initial level certification should have developed his own counseling theory. This theory should treat the following areas: (a) philosophic view of the nature of man, (b) psychological constructs of human growth and development, (c) counseling process and techniques, (d) goals of counseling and (e) evaluation of counseling. The training program strives to achieve personal theory development through exposure to a wide range of theoretical positions. The counselor-in-training is asked to examine existing theories in terms of his/her own world of experience. Opportunities are provided for counselors-in-training to formulate successive tentative personal theory statements as they implement the theories in counseling situations. It is emphasized that the process of personal theory refinement should be a life-long experience, and counselor candidates are encouraged to continually reconsider their theory.

The program structure acknowledges individual differences in rates of development by allowing entry at any level for which a candidate can demonstrate the required competence. It also provides for differences in learning styles by providing optional methods of attaining and demonstrating competencies. Candidates are required to choose and design, in consultation with their certification advisor, their own program of learning experiences and assessment procedures. Individual professional interests are acknowledged and provided for through placement in field settings. Specialization is a function of the counselor role definition in various field settings. Field placements of approximately one academic year are mutually agreed upon by the candidate and the certification advisor with emphasis being placed on the candidate's professional interest areas.

The consortium believes that the following core of competencies should be attained by all counselors:

1. Management - involves organization, planning and evaluation of guidance programs.
2. Counseling - involves effective individual and group relationships aimed at providing assistance with student's personal, educational, and/or career needs and concerns.
3. Consultation - involves the coordination of information and resources significant to counselee.

These core competencies are reflected in the content areas emphasized in the training program. It is also recognized that this core of competencies must be supplemented with the specialized competencies required in specific field settings. Each counselor candidate at the initial certification level is expected to demonstrate all the competencies which indicate successful performance at the initial level of the role of the counselor in the candidate's field experience setting.

Finally, the consortium believes that in an applied field such as counseling, knowledge of theory is valuable only when it becomes functional. This same position is held in regard to the personality variables of an effective counselor. Therefore, the intention is to evaluate counselor candidates in terms of their demonstration of the integration of counseling theory and of personality variables into effective counseling.

Continuing Level Competencies

Assumptions

Certification at the continuing level assumes that:

1. The candidate has a history of successful full-time counseling experience.
2. The candidate accepts responsibility for providing leadership in the counseling profession.
3. The candidate accepts responsibility for his/her own continuous professional growth.

Rationale

The preceding assumptions are based upon the following rationale.

1. Continuing level competencies, as specified in this document, require the candidate to demonstrate total functioning guidance programs in his/her employment setting. It is expected that the continuing level counselor candidate has established, or attempted to establish in his/her employment setting programs in all the guidance services (i.e., individual and group counseling, career development appraisal, consultation, referral and research) that are consistent with his/her explicitized philosophical and theoretical positions.
2. Continuing level competencies, as specified in this document, require the candidate to demonstrate professional leadership by assisting the profession at large in the clarification of critical professional issues (i.e., role definition, confidentiality manipulation, non-judgmentation, institutional press, administrative structure, ethics and the future of the profession).
3. Continuing level competencies, as specified in this document, require the candidate to demonstrate his/her professional leadership by assisting other counselor candidates in the attainment and assessment of counselor competencies.
4. Continuing level certification, as specified by the 1971 Washington State Standards, is a terminal level of certification. The continuing level counselor is responsible for maintaining his/her own professional growth.

Learning Experiences and Assessment Procedures

Although the program strongly emphasizes individualization at each certification level, at the continuing level learning experiences are to be entirely designed by the candidate in consultation with his/her certification advisor. The certification advisor has central responsibility for assisting the candidate in the development of total guidance programs and facilitating candidate involvement in the profession at large. If possible, it is advisable for the certification advisor to be a practicing counselor located in close geographic proximity to the candidate's employment setting.

Continuing level certification requires the candidate to demonstrate many of the specified competencies in his/her employment setting. The development of total guidance programs, unique to the needs of the candidate's employment setting and consistent with the candidate's explicitized philosophic and theoretical position, is a very individualized matter. To facilitate this development, the candidate and the certification advisor generally decide upon some of the following learning activities; visitations to various "model" guidance programs, readings, class type experiences and individual conferences.

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Flow Chart 23

PROCEDURES

Counselor Certification

Gonzaga University, Spokane School District 81, Intermediate School District 101, Spokane Education Association, Washington School Counselors Association Consortium

I. The candidate writes a letter to the consortium requesting entrance into the certification program. In addition to the request for program admission, the candidate should provide evidence of entry-level competencies in:

  A. Learning Skills
  B. Relationship Skills
  C. Communication Skills

Above competencies are usually demonstrated by:

  A. College transcripts
  B. Letters of recommendation
  C. Personal statement of background experience and assets for the profession

All of the above should be sent to Dr. Terrance Peterson, Chairman of Consortium, School of Education, Gonzaga University, Spokane, Washington 99202.

II. The consortium screens the application materials and makes decisions regarding entry into the certification program.

III. The candidate is notified of the consortium decision, and if admitted is asked to contact an advisor from the list of consortium approved advisors. (List available at Gonzaga University School of Education.)

IV. The advisor-candidate relationship becomes official with a deposit of $50.00 with the School of Education at Gonzaga University. This deposit will be refunded at the completion of the certification process. If the candidate does not complete the process in a "reasonable time" (determined by advisor and candidate), the $50.00 is forfeited and paid to the advisor. At the time of deposit a receipt for the $50.00 will be provided as well as a list of competencies.

V. The candidate and advisor design and implement procedures to attain and demonstrate each competency up to the requested level of certification. (Appropriate level of certification is decided upon by advisor and candidate.)

VI. The candidate and advisor select an assessment board made up of one representative from each of the following agencies.

- A. Gonzaga University
- B. Spokane Education Association or Washington School Counselors Association
- C. School District 81 or Intermediate School District 101

The advisor will be on the Board and may represent one of the above agencies. The other representatives will be selected from the consortium approved list of advisors. (List available at Gonzaga School of Education Office.)

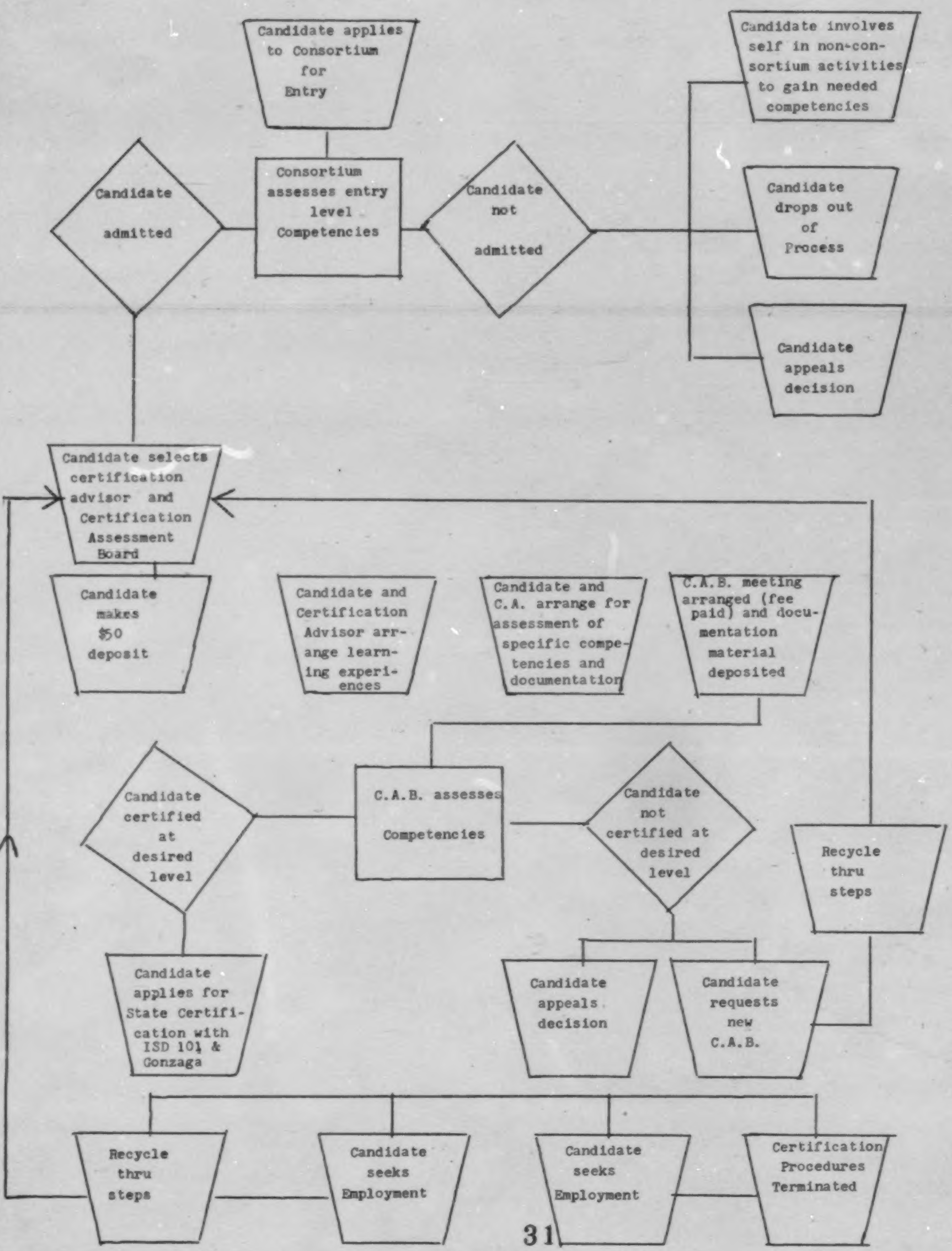
VII. The candidate will provide documentation of the completion of the competencies to each member of the assessment board or deposit the documentation at Gonzaga's School of Education office for the Committee member's evaluation. Documentation must be available one week prior to the meeting of the final assessment board. At this time a check to the Intermediate School District 101 for $150.00 must be deposited at the School of Education office, Gonzaga University. (*$100 for advisor's fee, $25 for each additional board member.) The $50.00 advisor deposit will be refunded at this time.

VIII. Candidate meets with assessment board, and the board makes a decision regarding level of certification.

IX. If the assessment board decides to grant certification, candidate must complete an application for the certification (application available from Intermediate School District 101 office) and other documents available from Gonzaga's School of Education office.

X. All forms must be filed with the Gonzaga School of Education office.

XI. Gonzaga's School of Education office will forward application materials to the State Department of Public Instruction and the list of signed competencies (with any comments or suggestions by board members) will be kept on file by the consortium at Gonzaga's School of Education office.


Candidate applies to Consortium for Entry
Consortium assesses entry level Competencies
Candidate admitted
Candidate not admitted
Candidate involves self in non-consortium activities to gain needed competencies
Candidate drops out of Process
Candidate appeals decision
Candidate selects certification advisor and Certification Assessment Board
Candidate makes $50 deposit
Candidate and Certification Advisor arrange learning experiences
Candidate and C.A. arrange for assessment of specific competencies and documentation
C.A.B. meeting arranged (fee paid) and documentation material deposited
C.A.B. assesses Competencies
Candidate certified at desired level
Candidate not certified at desired level
Recycle thru steps
Candidate applies for State Certification with ISD 101 & Gonzaga
Candidate appeals decision
Candidate requests new C.A.B.
Recycle thru steps
Candidate seeks Employment
Candidate seeks Employment
Certification Procedures Terminated

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GUIDELINES FOR ASSESSMENT PROCEDURES

The consortium expects all individuals involved in candidate assessment to adhere to the following guidelines:

I. All assessments will be in terms of demonstrated competencies.

II. In addition to assessment of achievement of minimal performance levels of competencies, candidates will be given feedback regarding observed strengths and weaknesses.

III. Candidates and certification advisors will develop their own assessment procedures.

IV. Candidates and certification advisors will develop documentation of competency attainment for presentation to the Certification Assessment Board.

V. Assessment will involve input from the candidate.

VI. Assessment will often involve professional judgment of a qualitative dimension. This professional judgment will be made by the Certification Assessment Board.

OUTLINE OF KNOWLEDGE COMPETENCIES

	Preparatory	Initial	Continuing
A. Communication Skills			
	I. Verbal	I. Verbal	I. Verbal
	II. Non-Verbal	II. Non-Verbal	II. Non-Verbal
	III. Writing	III. Writing	III. Writing
B. Philosophy			
	I. Philosophical Foundations	I. Philosophical Foundations	I. Philosophical Foundations
C. Psychology			
	I. Learning/Human Growth and Development	I. Learning/Human Growth and Development	I. Learning/Human Growth and Development
	II. Mental Wellness	II. Mental Wellness	II. Mental Wellness
	III. Abnormal Psychology	III. Abnormal Psychology	III. Abnormal Psychology
D. Counseling			
	I. Individual Counseling	I. Individual Counseling	I. Individual Counseling
	II. Group Counseling	II. Group Counseling	II. Group Counseling
E. Services			
	I. Career Development	I. Career Development	I. Career Development
	II. Appraisal	II. Appraisal	II. Appraisal
	III. Consultation	III. Consultation	III. Consultation
	IV. Referral	IV. Referral	IV. Referral
	V. Research	V. Research	V. Research

V. Critical Issues

I. Role Definition	I. Role Definition	I. Role Definition
II. Confidentiality	II. Confidentiality	II. Confidentiality
III. Manipulation	III. Manipulation	III. Manipulation
IV. Non-Judgmentation	IV. Non-Judgmentation	IV. Non-Judgmentation
V. Institutional press	V. Institutional press	V. Institutional press
VI. Administrative structure	VI. Administrative structure	VI. Administrative structure
VII. Ethics	VII. Ethics	VII. Ethics
VIII. Future of the profession	VIII. Future of the profession	VIII. Future of the profession
IX. Other specifics to the setting	IX. Other specifics to the setting	IX. Other specifics to the setting

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OUTLINE OF

SELF-AWARENESS COMPETENCIES

Preparatory	Initial	Continuing
A. Personal	A. Personal	A. Personal
B. Inter-personal	B. Inter-personal	B. Inter-personal

CANDIDATE PROGRESS RECORD

Name

KNOWLEDGE COMPETENCIES

COMPETENCIES THEORETICAL CONCEPTS	COMPETENCIES PROFESSIONAL PERFORMANCE		
	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
A. COMMUNICATION SKILLS I. Verbal Communication	1. Does not interrupt speaker. DEMONSTRATION: DATE: NAME:	1. Define, demonstrate and identify the effective use of such counselor responses as: (1) probing, (2) interpreting, (3) confronting, (4) using silence, (5) paraphrasing, (6) clarifying, (7) perception checking, (8) summarizing, (9) reflecting feelings. DEMONSTRATION: DATE: NAME:	1. Obtain higher performance level of initial competencies (i.e., level 3.5 on Carkhuff scale) and demonstrate ability to assist another counselor to use these skills. DEMONSTRATION: DATE: NAME:
	2. Does not dominate conversation. DEMONSTRATION: DATE: NAME:		
	3. Refrains from the use of jargon. DEMONSTRATION: DATE: NAME:		
	4. Articulates clearly. DEMONSTRATION: DATE: NAME:		
	5. Follows the "flow" of the conversation. DEMONSTRATION: DATE: NAME:		

A COMMUNICATION SKILLS
(cont'd)

	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
II. Non-verbal Communication	1. Describe the content of own non-verbal communication and its importance in counseling relationships. DEMONSTRATION: DATE: NAME:	1. (Same as Preparatory Level) Describe effects on counselees own non-verbal communication and describe own non verbal counseling techniques. DEMONSTRATION: DATE: NAME:	1. (Same as Initial Level) DEMONSTRATION: DATE: NAME:
	2. Describe the content of other participant's non-verbal communication and its importance in counseling relationships. DEMONSTRATION: DATE: NAME:		
III. Written Communication	1. Write using good grammar. DEMONSTRATION: DATE: NAME:	1. Write in professional and comprehensible language (i.e. case study.). DEMONSTRATION: DATE: NAME:	
B. PHILOSOPHY I. Philosophical Foundations	1. Describe basic philosophical positions relative to the nature of: the person, values, and reality (perspectives on persons and their environment). DEMONSTRATION: DATE: NAME:	1. Implement personal philosophical positions through selected professional preparation activities and personal relationships. DEMONSTRATION: DATE: NAME :	1. Identify the philosophical tenets and describe the nature of their implementation relative to professional counseling programs fo which significant degree of parti cipation exists. DEMONSTRATION:

B. PHILOSOPHY (cont'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
I. Philosophical Foundations (con'd)	2. Describe own philosophical views relative to the nature of: the person, values, and reality (perspective on persons and their environment). DEMONSTRATION: DATE: NAME:	2. Develop a comprehensive statement of own philosophy as related to professional role . DEMONSTRATION: DATE: NAME:	2. Assist other counselors (e.g. colleagues) in the clarification and development of their own philosophical bases relative to their professional counseling endeavors. DEMONSTRATION: DATE: NAME:
	3. Describe the various philosophical assumptions relative to the nature of: the person, values, and reality (perspectives on persons and their environment), inherent in such counseling theories as client-centered, behavioral, Gestalt, as well as those essential to development of own counseling theory. DEMONSTRATION: DATE: NAME:	3. Demonstrate adequate degree of consistency between own personal philosophy and theory of counseling. DEMONSTRATION: DATE: NAME:	3. Provide evidence of own continuing philosophical development. DEMONSTRATION: DATE: NAME:
C. PSYCHOLOGY I. Human Growth - Development	1. Describe three basic theories of learning/growth and development (i.e., Stage, Humanistic, Behavioral) DEMONSTRATION: DATE: NAME:	1. Describe own theory of human growth and development and is able to integrate this theory into own theory of counseling. DEMONSTRATION: DATE: NAME:	1. Demonstrate the ability to assist others in clarifying their theory of human growth and development. DEMONSTRATION: DATE: NAME:

C. PSYCHOLOGY (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
I Human Growth - Development (con'd)	2. Describe own theory of human growth and development including the above concepts and evaluation. DEMONSTRATION: DATE: NAME:		2. Design and implement a counseling and/or guidance program which assists individuals attain psychological growth and development. DEMONSTRATION DATE: NAME:
II. Mental Wellness	1. Describe characteristics of mental wellness. DEMONSTRATION: DATE: NAME:	1. Identify individuals who possess characteristics of mental wellness. DEMONSTRATION: DATE: NAME:	1. Indidate own characteristics of mental wellness and designs plans to strengthen own mental wellness. DEMONSTRATION: DATE: NAME:
III. Abnormal Psychology	1. Describe characteristics of abnormal psychological development. DEMONSTRATION: DATE: NAME:	1. Identify individuals who possess characteristics of abnormal psychological development. DEMONSTRATION: DATE: NAME:	1. Candidate can specify abnormal behavior in individual to help clarify areas needing change. DEMONSTRATION: DATE: NAME:
D. COUNSELING I. Individual Counseling	1. Describe the relationship of counseling to guidance and to other related helping professions and services. DEMONSTRATION: DATE: NAME:	1. Demonstrate consistency between personal counseling theory statement and own counseling style. 1a. Communicate to the counselee the nature of the relationship, so that the counselee understands the limits of the services offered. DATE: NAME:	1. Develop a current, comprehensive expression of own theory and practice of counseling relative to work setting. DEMONSTRATION: DATE: NAME:

D. COUNSELING (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
I. Individual Counseling (con'd)	2. Describe the relationship among psychology, counseling and philosophy. DEMONSTRATION: DATE: NAME:	1b. Explore the affective state of the counselee. 1c. Identify needs of counselee. 1d. Reach agreement on goals for counselor and counselee relationship. 1e. Determine strategy for attainment of goals. 1f. Assess level of goal attainment. 1g. Adjust strategy, determine other goals or terminate counseling. DEMONSTRATION: DATE: NAME:	2. Describe application of own counseling theories and practices in present counseling position. DEMONSTRATION: DATE: NAME:
	3. Describe three major theories of counseling, including a statement of: nature of man, psychological constructs, counseling process, and counseling goal for each of the theories. DEMONSTRATION: DATE: NAME:	2. Demonstrate an adequate understanding of the cultural context forces in which counseling occurs relative to the specific setting in which he/she counsels. DEMONSTRATION: DATE: NAME:	3. Demonstrate skill in assisting others in the clarification and consistent application of their own counseling theory. DEMONSTRATION: DATE: NAME:
	4. Describe own initial personal theory of counseling, including a statement of: nature of man, psychological constructs counseling process, and counseling goals. DEMONSTRATION: DATE: NAME:	3. Demonstrates ability to identify a variety of counseling resources (books, journals, tapes, films, etc.) DEMONSTRATION: DATE: NAME:	4. Provides evidence of the effective evaluation of his/her counseling (e.g., evaluation based on client results). DEMONSTRATION: DATE: NAME:

D. COUNSELING (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
I. Individual Counseling (con'd)		4. The person develops a current, comprehensive expression of his/her theory and practice of counseling (see format from #9) relative to appropriate work/practicum setting. DEMONSTRATION: DATE: NAME:	
II. Group Counseling	1. Describe influences of the individual on the group and the group on the individual. DEMONSTRATION: DATE: NAME:	1. Demonstrate a working knowledge of content and process variables. DEMONSTRATION: DATE: NAME:	1. Demonstrate effective leadership of "counseling" group (i.e., T-group and encounter). DEMONSTRATION: DATE: NAME:
	2. Describe the difference between group dynamics and group counseling, group guidance, and group therapy. DEMONSTRATION: DATE: NAME:	2. Demonstrate a working knowledge of typical stages of group development. DEMONSTRATION: DATE: NAME:	
	3. Describe characteristics of various types of groups (i.e., didactic, supportive, analytical). DEMONSTRATION: DATE: NAME:	3. Demonstrate a working knowledge of various leadership styles. DEMONSTRATION: DATE: NAME:	

D COUNSELING (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
II Group Counseling (con'd)	4. Describe various approaches to group counseling (e.i., behavioral, experiential, sensitivity, T-groups). DEMONSTRATION: DATE: NAME:	4. Demonstrate working knowledge of conditions under which groups promote healthy growth. DEMONSTRATION: DATE: NAME: 5. Demonstrate effective leadership of "guidance"groups. DEMONSTRATION: DATE: NAME:	
E. SERVICES I. Career Development	1. Describe two major theories of career development. DEMONSTRATION: DATE: NAME : 2. Describe an initial personal theory of career development. DEMONSTRATION: DATE: NAME: 3. Describe the type of career guidance/counseling appropriate in his/her practicum or employment setting. DEMONSTRATION: DATE: NAME:	1. Formulates and demonstrates a specific career development consistency between personal theory of career development and own career program. DEMONSTRATION: DATE: NAME: 2. Demonstrates the ability to formulate a career development program appropriate for own employment or practicum setting consistent with personal theory of career development. DEMONSTRATION: DATE: NAME:	1. Have a functioning total career development program appropriate for work setting and consistent with statement of personal theory of career development. DEMONSTRATION: DATE: NAME:

E. SERVICES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
II. Appraisal	1. Describe basic concepts of appraisal such as: - validity - reliability - standardization - selected non-test appraisal methods - norms - appraisal ethics DEMONSTRATION: DATE: NAME:	1. Demonstrates ability to accurately and effectively interpret appraisal data to students, teachers and administrators, and parents, in groups and to individuals. DEMONSTRATION: DATE: NAME:	1. Demonstrates the ability to plan and organize a comprehensive appraisal program appropriate for work setting. DEMONSTRATION: DATE: NAME:
	2. Describe basic types of appraisal done in own employment or practicum setting. (Test and non-test) DEMONSTRATION: DATE: NAME:	2. Demonstrates adequate skill to administer, score, evaluate, and interpret a variety of appraisal data. (test and non-test). DEMONSTRATION: DATE: NAME:	2. Demonstrates ability to utilize results in counseling of selected individual tests and inventories. DEMONSTRATION: DATE: NAME:
	3. Name examples of tests or inventories used in basic areas of appraisal in own employment or practicum setting. DEMONSTRATION: DATE: NAME:	3. Demonstrates skill in planning and conducting case studies/conferences based on appraisal data. DEMONSTRATION: DATE: NAME:	3. Demonstrates ability to construct a test or inventory appropriate to specific needs (or can outline procedure for doing so.) DEMONSTRATION: DATE: NAME:
		4. Candidate demonstrates ability to evaluate and select appropriate appraisal instruments, procedures, based on needs of counselee. DEMONSTRATION:	

E. SERVICES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
II. Appraisal (con'd)		5. Demonstrates skill in administering and scoring appraisal instruments used in own employment or practicum setting. DEMONSTRATION: DATE: NAME:	
		6. Identify several pertinent references useful in selecting appropriate appraisal methods and instruments. DEMONSTRATION: DATE: NAME:	
		7. Demonstrates skill through precise language to appraise behavior and other characteristics of persons involved in counseling relationships. DEMONSTRATION: DATE: NAME:	
III Consultation	1. Describe the consultation services appropriate in own practicum or employment setting. DEMONSTRATION: DATE: NAME:	1. Demonstrates the ability to serve effectively as a consultant or resource person for teachers and other school personnel who are in need of assistance in meeting the needs of students. DEMONSTRATION: DATE: NAME:	1. Candidate demonstrates own functioning consultation system appropriate for own work setting. DEMONSTRATION: DATE: NAME:
		2. Demonstrates the ability to participate effectively in case conferences. DEMONSTRATION: DATE: NAME:	

E. SERVICES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
III Consultation (con'd)		3. Demonstrates the ability to enlist the assistance of teachers, parents, and administrative personnel in carrying out a specific remedial or developmental program for a client. DEMONSTRATION: DATE: NAME:	
		4. Demonstrates the ability to suggest techniques and procedures that can be used effectively in classroom activities. DEMONSTRATION: DATE: NAME:	
		5. Demonstrates the ability to discriminate among the data gathered about a client to make decisions about the type of information which can appropriately be shared with other helping personnel. DEMONSTRATION: DATE: NAME:	
IV. Referral	1. Describe the type of cases he/she would refer. DEMONSTRATION: DATE: NAME:	1. Demonstrate the ability to make referrals to other helping personnel when it is in the best interest of the client. DEMONSTRATION: DATE: NAME:	1. Demonstrate that he/she has a wide range of referral services functioning for clients. DEMONSTRATION: DATE: NAME:

E.SERVICES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
V. Research	1. Describe the function of evaluative-action research as a portion of the counseling process. DEMONSTRATION: DATE: NAME:	1. Demonstrate sufficient knowledge of statistics to be able to define and/or complete the following statistical procedures: (a) frequency distributions, (b) graphic representations, (c) percentiles, (d) measure of central tendency, (e) variability, (f) normal distribution curve, (g) sampling error, (h) significance of difference between means, (i) correlation, (j) regression (simple), (k) simple analysis of variance, (l) Chi-square. DEMONSTRATION: DATE: NAME:	1. Demonstrate that he/she has designed and implemented research efforts related to personnel services. DEMONSTRATION: DATE: NAME:
	2. Describe a tentative evaluation process which is consistent with his/her counseling theory. DEMONSTRATION: DATE: NAME:	2. Demonstrate the ability to explain in oral and written reports how certain proposed research projects can contribute to a more effective guidance program, curriculum, or instructional program. DEMONSTRATION: DATE: NAME:	
		3. Demonstrate adequate skill in writing acceptable reports based on research findings. DEMONSTRATION: DATE: NAME:	
		4. Demonstrate the ability to analyze accurately the data from an evaluation study. DEMONSTRATION: DATE: NAME:	

E. SERVICES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
V. Research (con'd)		5. Demonstrate adequate understanding of the research techniques and instruments that would be most useful for specific kinds of guidance evaluation. DEMONSTRATION: DATE: NAME: 6. Demonstrate the ability to critique educational research reports considering strength of research design, operationalization of variables, appropriateness of statistical analysis, clarity of writing and contribution to the counseling profession. DEMONSTRATION: DATE: NAME: 7. Demonstrate the ability to design and implement methods evaluating his/her counseling effectiveness consistent with his/her counseling theory. DEMONSTRATION: DATE: NAME:	
F. CRITICAL ISSUES I. Role Definition	1. Describe the major services which counselors are expected to provide to clients in own employment or practicum setting. DEMONSTRATION:	1. Formulate a verbal and/or written statement of personal and role limits that are consistent with the needs and demands of own practicum and/or work setting. DEMONSTRATION:	1. Demonstrate involvement in attempts to clarify counselor role (local, state, or national). DEMONSTRATION:

F. CRITICAL ISSUES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
I. Role Definition (con'd)		2. Demonstrate that own professional actions are consistent with his stated role definition. DEMONSTRATION: DATE: NAME:	2. Demonstrate that own professional actions are consistent with his stated role definition. DEMONSTRATION: DATE: NAME:
II. Confidentiality	1. State and defend his position regarding confidentiality. DEMONSTRATION: DATE: NAME:	1. Demonstrate that own professional actions are consistent with stated position regarding confidentiality DEMONSTRATION: DATE: NAME:	1. Demonstrate involvement in attempt to clarify confidentiality rights for counselors. DEMONSTRATION: DATE: NAME:
	2. Define difference between confidentiality and privileged communication. DEMONSTRATION: DATE: NAME:		
III. Manipulation	1. State and defend own position regarding counselee's freedom. DEMONSTRATION: DATE: NAME:	1. Demonstrate that own professional actions are consistent with stated position regarding manipulation. DEMONSTRATION: DATE: NAME:	1. Demonstrate attempts at obtaining recognition of counselor endorsed code of ethics. DEMONSTRATION: DATE: NAME:
IV. Non-Judgmentation	1. State and defend own position regarding counselor judgments of clients. DEMONSTRATION: DATE: NAME:	1. Demonstrate that own professional actions are consistent with stated positions regarding non-judgmentation. DEMONSTRATION: DATE: NAME:	1. Demonstrate attempts at obtaining recognition of counselor endorsed code of ethics. DEMONSTRATION: DATE: NAME:

F. CRITICAL ISSUES (con'd)	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
V. Institutional Press	1. State and defend own position regarding instructional goals and their relationship to counselor goals. DEMONSTRATION: DATE: NAME:	1. Demonstrate that own professional actions are consistent with own position regarding institutional and personal goals. DEMONSTRATION: DATE: NAME:	1. Demonstrate attempts at modifying any institutional policies inconsistent with own stated goals. DEMONSTRATION: DATE: NAME:
VI. Administrative Structure	1. Describe the administrative organization of own employment or practicum setting. DEMONSTRATION: DATE: NAME:	1. Describe and defend personal view of an ideal administrative structure for own setting. DEMONSTRATION: DATE: NAME:	1. Demonstrate attempts at modifying administrative structure to fit ideal structure. DEMONSTRATION: DATE: NAME:
VII. Ethics	1. Describe the A.P.G.A. Code of Ethics. DEMONSTRATION: DATE: NAME:	1. Demonstrate professional actions consistent with the A.P.G.A. Code of Ethics. DEMONSTRATION: DATE: NAME:	1. Demonstrate attempts at obtaining recognition of the counselor endorsed code of ethics in work setting. DEMONSTRATION: DATE: NAME:
VIII. Future of the Profession	1. Describe the directions he/she sees the counseling profession moving during the next 10 years. DEMONSTRATION: DATE: NAME:	1. Demonstrate professional actions consistent with own view of the future of the profession. DEMONSTRATION: DATE: NAME:	1. Demonstrate attempts at moving the profession at large in the direction of own view of the future of the profession. DEMONSTRATION: DATE: NAME:
IX. Other Specifics to Employment or Field Experience Setting.			

SELF-AWARENESS COMPETENCIES

	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
A. SELF AWARENESS I. Personal	1. Report and provide supporting evidence of successful on-going peer, colleagues, and supervisor relationships. DEMONSTRATION: DATE: NAME:	1. Demonstrate development of means of checking perceptions of self. DEMONSTRATION: DATE: NAME:	1. Define relation of own perceived self and ideal self, substantiate and identify some means of increasing relationship. (Congruence?) DEMONSTRATION: DATE: NAME:
	2. Establish one or more new colleague and supervisor relationships judged successful by both participants. DEMONSTRATION: DATE: NAME:		2. Design and initiate involvement of self and others in new experiences related to the profession. DEMONSTRATION: DATE: NAME:
	3. Demonstrate absence of tendency toward hostile, generally negative attitudes and behaviors toward others. DEMONSTRATION: DATE: NAME:		
II. Inter-Personal	1. Describe own perceptions of relative strengths for the profession and expectation of the profession. DEMONSTRATION: DATE: NAME:	1. Demonstrate the ability to identify needs of self and describe how needs are met in work setting. DEMONSTRATION: DATE: NAME:	1. Assist others (colleagues) in their attempts to develop positive relationships and to provide assessment for feedback. DEMONSTRATION: DATE: NAME:

(continued)

SELF-AWARENESS COMPETENCIES

	PREPARATORY LEVEL	INITIAL LEVEL	CONTINUING LEVEL
II. Inter-Personal (con'd)	2. Recognize and become involved in new experiences related to the profession. DEMONSTRATION: DATE: NAME:	2. Demonstrate the willingness and ability to participate in the structuring of positive relationships with others. DEMONSTRATION: DATE: NAME:	2. Further development of positive (core conditions "of warmth, empathy) tendencies in attitudes and behavior towards others. DEMONSTRATION: DATE: NAME:
	3. Demonstrate generally positive attitudes and behaviors toward others. DEMONSTRATION: DATE: NAME:	3. Self-awareness of own style of interpersonal relationships and how it "fits" counseling. DEMONSTRATION: DATE: NAME:	3. Person is willing and able to assist others in their attempt to develop positive relationships and to provide assessment from feedback. DEMONSTRATION: DATE: NAME:
		4. Become involved in professional experiences that are concerned with interpersonal relationships. DEMONSTRATION: DATE: NAME:	

APPENDICES

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APPENDIX A

Examples of Learning Experiences and Assessment Procedures

Introduction

The outlines of learning experiences and assessment procedures found in this Appendix are examples of some of the learning alternatives provided by the consortium through Gonzaga University. They are open on a tuition basis to all candidates who have been accepted into this certification program. However, it should be emphasized that these are only examples of learning alternatives and assessment procedures, and that each candidate with the assistance of his/her certification advisor must design his/her own program of learning experiences and assessment procedures. This personalized program should reflect each candidate's unique needs and learning style.

Each of the learning experiences and assessment procedures which follow are designed to provide the candidate with some of the specific competencies required for certification and a vehicle for demonstrating his/her competence in these specified areas.

Prepared by:
Kenneth A. Ames

Example of Competency Sessions and Assessment Procedures

The learning experiences described in this section are designed to promote the following competencies.

Preparatory Level - Philosophy

I. Philosophical Foundations

1. The candidate describes basic philosophical positions relative to the nature of: the person, values, and reality (perspectives on persons and their environment).
2. The candidate is aware and can adequately describe own philosophical views relative to the nature of: the person, values, and reality (perspectives on persons and their environment).
3. The candidate can describe the various philosophical assumptions relative to the nature of: the person, values, and reality (perspectives on persons and their environment), inherent in such counseling theories as client-centered, behavioral, Gestalt, as well as those essential to development of own counseling theory.

Outline of exercises, lectures, readings, and discussions

I. Complete Ames Philosophical Belief Inventory. Instructor introduces competency area.

II. APBI profiles returned, discussed. Initial statements of personal counseling philosophy collected.

III. Lecture and discussion of major philosophical positions and their relation to counseling (includes idealism, realism, pragmatism, phenomenology, and existentialism).

IV. Discussion and critique of materials in Beck's Philosophical Foundations of Guidance.

V. Discussions by instructor with pairs of candidates to clarify personal statements, further analyze APBI returns.

VI. Small group philosophical analysis of selected critical counseling incidents, issues, such as confidentiality, group process, counselor role.

VII. Begin work on integration and revision of personal statements of counseling philosophy.

Resources for Philosophical Foundations

(Available in Gonzaga University Learning Center)

SELECTED READINGS IN THE PHILOSOPHY OF COUNSELING

1. Arbuckle, Dugald S., "Counseling: Philosophy or Science?" Personnel and Guidance Journal, 42:143-148, Oct. 1963.

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3. Arbuckle, Dugald S., "Existentialism in Counseling: The Humanist View", Personnel and Guidance Journal, 43:5589-5673, February, 1965.

4. Arbuckle, Dugald S., "Five Philosophical Issues in Counseling," Journal of Counseling Psychology, 4:211-215, Fall, 1958.

5. Beck, Carlton E., Philosophical Foundations of Education, New Jersey, Englewood-Cliffs, Prentice-Hall, Inc., 1963, pp. 1-171.

6. Beck, Carlton E., Guidelines for Guidance: Reading in the Philosophy of Guidance, 1966.

7. Blocher, Donald H., "Wanted, A Science of Human Effectiveness," Personnel and Guidance Journal, 44:729-733, March, 1966.

8. Carkhuff, Robert R., "Implications of a Phenomenological Approach to Counseling," Journal of Counseling Psychology, 14:570-571, Nov. 1967.

9. Clayton, A.S., "Existentialism in Philosophy of Education, "Review of Education Research, 31:27-28, February 1961.

10. Curran, Charles, "Some Ethical and Scientific Values in the Counseling Therapeutic Process," Personnel and Guidance Journal, 39:15-20, September, 1960.

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12. Dey, "Philosophers, Counselor Educators, and the Relevant Questions," Counselor Education and Supervision, 8:135-142, Winter, 1969.

13. Dole, Arthur A.Nottingham, Jack and Wrightsman, Lawrence S., Jr., "Beliefs About Human Nature Held by Counseling, Clinical and Rehabilitation Students," Journal of Counseling Psychology, 16:197-202, 1969.

14. Drefus, Edward, "Counseling and Existentialism," *Journal of Counseling Psychology*, 9:128-132. Summer, 1962.

15. Hesse, Herman, *Siddhartha*, New York: New Directions Publishing Corporation, 1951.

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19. Landsman, Ted., "Existentialism in Counseling: The Scientific View," *Personnel and Guidance Journal*, 43:568-573, February, 1965.

20. Lowe, C. Marshall, *Value Orientations in Counseling and Psychotherapy-The Meanings of Mental Health*, San Francisco: Chandler Publishing Company, 1969.

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22. May, Rollo, Ed., *Existential Psychology*, New York: Random House, 1961, pp. 1-126.

23. Mowrer, O.H., "Some Philosophical Problems in Psychological Counseling," *Journal of Counseling Psychology*. 4:103-111, Summer, 1957.

24. Moynihan, James F., "The Philosophical Aspects of Guidance, " *Review of Educational Reserach*. 27:186-191, April, 1957.

25. Murphy, Gardner, "The Cultural Context of Guidance, "*Personnel and Guidance Journal*, 34:4-9, September, 1955.

26. Nash, Paul, "Some Notes Toward a Philosophy of School Counseling," *Personnel and Guidance Journal*, 43:243-248, November, 1964.

27. Neuman, Rebecca, "Some Philosophical Bases of Guidance, "*The School Counselor*, 12:105-111, December, 1964.

28. Patterson, C.H., "The Place of Values in Counseling and Psychotherapy," *Journal of Counseling Psychology*, 5:216-223, Fall,1958.

29. Peterson, James Allan, Counseling and Values, Scranton, Penn: International Textbook Co., 1970.

30. Peterson, James Allan, Values in Counseling: An Examination, Boston University, School of Education, 1968.

31. Pine, Gerald J., "Existential Counseling in the Schools," The School Counselor, 16:174-178, 1969.

32. Pohlman, Edward, "Counseling Without Assuming Free Will, "Personnel and Guidance Journal, 45:212-218, November, 1966.

33. Pruyser, Paul W., "Phenomenology, Existential Psychology, and Psychoanalytic Ego Psychology," The Christian Scholar, 44:56-73, Spring, 1961.

34. Riccio, Anthony C., "Does Guidance Need a Philosophy?" The School Counselor, 10:58-59, December, 1962.

35. Rogers, Carl R., "The Place of the Person in the New World of the Behavioral Sciences," Personnel and Guidance Journal. 6:442-451, February, 1961.

36. Rogers, Carl R., "Persons or Science? A Philosophical Question?" The American Psychologist, 19:267-278, 1955.

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46. Walker, Donald E., "Carl Rogers and the Nature of Man," Journal of Counseling Psychology, 3:89-92, Summer, 1956.

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48. Williamson, E.G., "Value Orientations in Counseling," Personnel and Guidance Journal, 36:520-528, April, 1958.

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Assessment Form for Competency
Philosophy 1, - 1 (Preparatory Level)

Name____________________

Directions: Each of the following paragraphs represents one of these general educational philosophies: idealism, pragmatism, existentialism, and realism. In the blank next to each paragraph, write in the educational philosophy you believe is described in the paragraph.

__________ This person views the world as being just what it appears to be. The natural objects of the world are seen as real, and the best way to learn about this reality is through scientific observation and methods. These same methods are seen as appropriately applied to working with people and their learning. Knowledge gained from one's senses and scientifically applied enables man to master his environment.

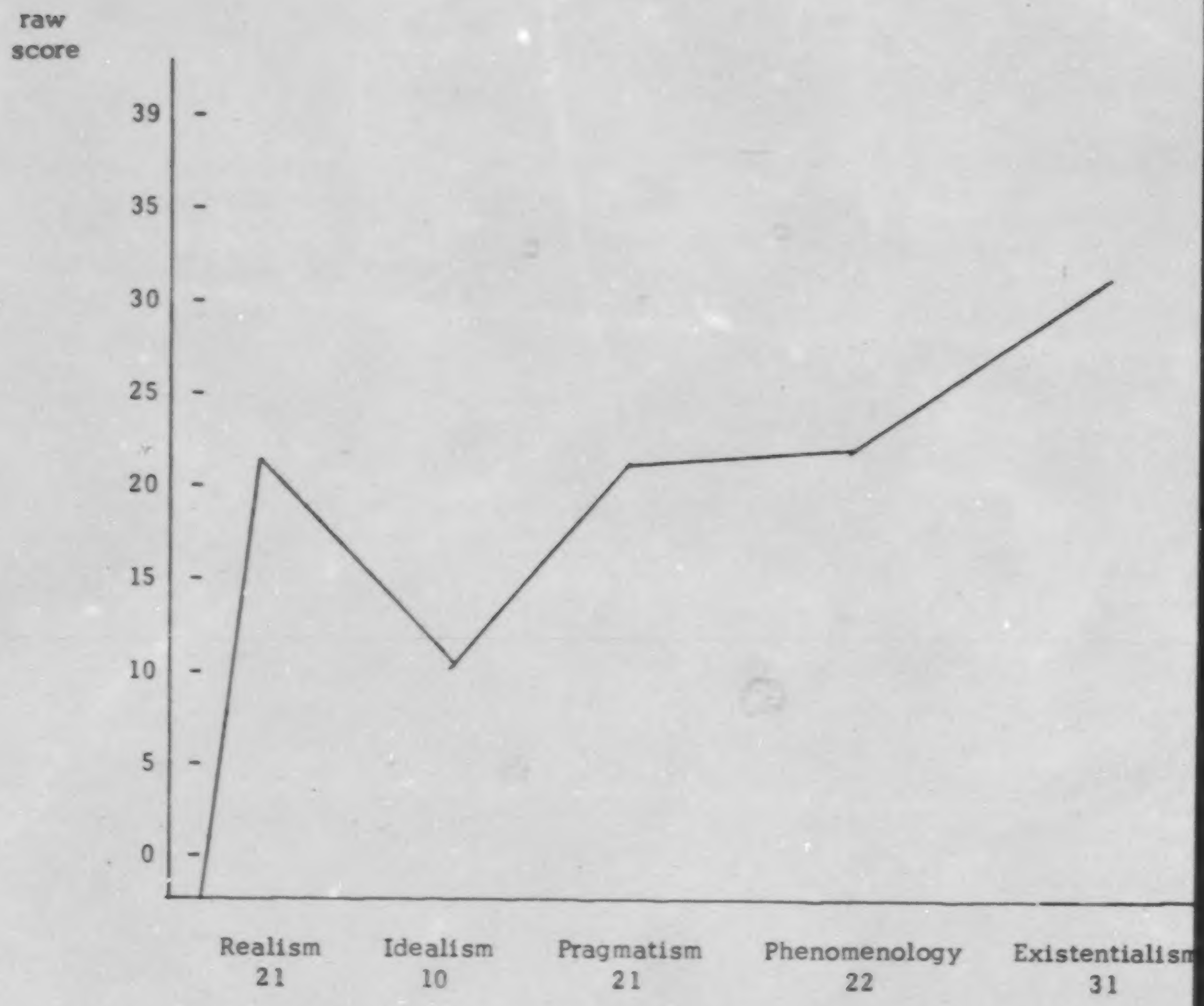
__________ This person stresses heavily a person's use of reasoning power to gain knowledge. The real meaning of the world is seen as being in great universal ideas that last. Ideas and values exist independent of people, but a person's mind can bring him closer to an understanding of these ideas and values. Anything of real meaning and value depends upon a person's mind to perceive it and to understand it.

__________ This person takes the view that since things and events are continually changing, values and knowledge are relative. This person believes people plan and value their actions in terms of the consequences or results of those actions. Ability to solve problems is seen as a real learning as it is this ability which helps people meet the ever-changing world.

__________ This person emphasizes the individual life of a person and his capacity to choose to make it a meaningful life. If a person can muster enough courage to be himself, he can lead a free and responsible life. The belief in this position is that reality is truly one's own experiences and that these experiences are directed by each person's own decisions.

SAMPLE PROFILE FORM

AMES PHILOSOPHICAL BELIEF INVENTORY



Your
raw score

Definition of Terms

Ames Philosophical Belief Inventory

REALISM	This person views the world as being just as it appears. The natural objects of the world are seen as real, and the best way to learn about this reality is through scientific observation and methods. These same methods are seen as appropriately applied to working with people and their problems. Knowledge gained from one's senses and scientifically applied enables man to master his environment.
IDEALISM	This person stresses heavily man's use of his reasoning power to gain knowledge. The real meaning of the world is seen as being in great universal ideas that last. Ideas and values exist independent of man, but man's mind can bring him closer to an understanding of these ideas and values. Anything of real meaning and value depends upon man's mind to perceive it and to understand it.
PRAGMATISM	This person takes the view that since things and events are continually changing, values and knowledge are relative in time. This person believes people plan and value their actions in terms of the consequences or results of those actions. Ability to solve problems is seen as a real learning as it is this ability which helps people meet the ever-changing world.
EXISTENTIALISM	This person emphasizes the individual life of men and his capacity to choose to make it a meaningful life. If man can muster up enough courage to be himself, he can lead a free and responsible life. The belief in this position is that reality is truly one's own experiences and that these experiences are directed by each person's own decisions.
PHENOMENOLOGY	This person views people as seeing the world in their own distinctive way with no two persons perceiving the world and reality in the same manner. This person believes that one's environment generally determines one's behavior. A person's behavior is not seen as a matter of his free choice; one can be helped to better understand his perceptions of his environment.

Assessment Form for Competency
Philosophy 1, - 2 (Preparatory Level)

Sample Initial Statement of Personal Philosophy

The underlying concept threaded through this brief discussion is the concept of person. My notion of person is based in part on tenets of the Judeo-Christian tradition. The basis of Christianity is that God is personal. The glory and worth of man stems from his being an image of the personal God. The most fundamental reality therefore is personal reality, i.e., what is really real are persons. If persons constitute the center of reality, the probing question--What really counts?--has only one answer: Persons. Practically speaking, however, the most difficult thing in the world to do is appreciate other persons as persons with rights and feelings and concerns similar to my own.

Having put forth the primacy of persons in the order of reality, I see that individual persons view reality under the two aspects of objective (reality which exists independently of the self) and subjective (reality which arises within the self). Objective reality is mediated through the subjective processes of the person. Consequently, objective reality is never known in a totally pure fashion; it is always filtered through, censored, or defined by the individual. Thus no two individuals perceive reality in precisely the same way, and this fact testifies to the inherent uniqueness of every person. For the most part, however, the majority of persons seemingly have sufficiently similar perceptions of reality in order to communicate, build society, and "make sense."

Persons are changing, complex beings capable of performing acts of great heroism and perpetrating the most terrible atrocities, but living most often somewhere between these two extremes. I feel it is important to view the person in his basic oneness: He is rational and emotional, spiritual and physical, but these are only truly understood in their inherent inter-relatedness.

Persons are creatures of limited freedom and capabilities, which is not to say that their freedom and capabilities are insignificant. On the contrary, it seems that the problem facing most men is that they only see the inner edge of their freedom and capabilities and never quite find (or don't seek) the outer limits. It is precisely in the areas of freedom and capabilities that counseling operates. The task of counseling is to help the client become aware of his greater potential freedom and capabilities; it is to help individuals recognize and use their abilities within the limits of their freedom.

It seems the more freely men choose to use their abilities, the greater their freedom becomes. Of great importance to me therefore is decision. Decisions are creative: Each of us creates himself by the decisions he makes. It is of tremendous importance therefore for the counselor to avoid making decisions for his clients. To do so is a fundamental violation of personal integrity.

Values are ways of acting or ways of being that individuals consider to be of particular worth. They color life and give it meaning. That individual men have different values explains why they may act differently in the same situation (the abortion issue is an apt example), or why they may never find themselves in the same "situation."

Values for the most part arise and are preserved within a social context: the family, the church, the nation, the club or organization, etc. What men in community prize helps hold the community together and determines the values esteemed by the individual members. Conflicts arise when individuals begin to value things that the larger society, whatever it may be, does not value. Certain aspects of the youth culture come to mind as examples. In the final analysis, values are cultivated best through the living example of significant persons in our lives. Values which are merely proclaimed but not lived are not really values at all.

In my own "philosophy," each individual person becomes a value in himself. I find myself wanting to strongly assert the value of persons in the face of a pervasive preoccupation with things and in the face of the degradation of persons through a lack of concern for their welfare or a lack of awareness of their basic needs. Consequently, the virtues that should be most operative in my own value system are the biblical virtues of love, justice, and mercy. Great emphasis is therefore placed on response ability. Briefly, although the idea needs serious amplication, I would say that whatever helps individuals become better persons is of value.

Prepared by:
John E. D'Aboy

Example of Competency Session and Assessment Procedures

The learning experiences described in this section are designed to promote the following competencies.

Preparatory Level - Psychology

I. Learning/Human Growth and Development

1. Candidate can describe three basic theories of learning/growth and development including core of personality and periphery of personality. Then evaluate the theories in terms of importance, operationalization, parsimony, precision, empiricism, and research possibilities.
2. Candidate can describe his/her own theory of learning, growth and development including the above concepts and evaluation.

Outline of exercises, lectures, readings, and discussions

A. 1. Introduction to the area

2. The Maddi model for evaluating personality theories.

- core of personality
    - core tendencies
    - core characteristics

- Periphery of personality
    - concrete characteristics
    - life style (types) based on concrete characteristics

- is the theory
    - important
    - operational
    - parsimonous
    - precise
    - empirically valid
    - stimulating of further research

B. Outline of Theories

1. Stage of Developmental Psychology - overview - Development and growth - assumptions of developmental theory.
    - Sigmund Freud - structure of personality - stages of psychosexual development
    - Alfred Adler - individual psychology
    - Erik Erikson - Eight Ages of Man
    - Donald Blocher - stages and developmental tasks
2. Behavioral psychology - overview - learning theory - assumptions of conditioning psychology
    - classical conditioning - Ivan Pavlov
    - operant conditioning - B.F. Skinner
3. Humanistic psychology - overview - philosophy of psychology - assumptions - scope of the approach
    - Prescott Lecky - self-consistency
    - Carl Rogers - self-theory
    - Gordon Allport - becoming
    - Abraham Maslow - self-actualization
4. Development of a personal theory of personality development
    - application of the Maddi model
        - core of personality
        - the periphery of personality.

RESOURCES

(Available in Gonzaga Learning Center)

Books

Adler, Alfred. Individual Psychology
Blocher, Donald. Developmental Psychology
Bugental, J.F.T. Challenges of Humanistic Psychology
Erikson, Erik H. Childhood and Society
Geiwitz, P. James. Non-Freudian Personality Theories
Hall, Calvin S. A Primer of Freudian Psychology
Lecky, Prescott. Self-Consistency
Maddi, Salvatore R. Personality Theories: A Comparative Analysis

Maslow, Abraham. *Motivation and Personality*
Maslow, Abraham. *Toward a Psychology of Being*
Severin, Frank T. *Humanistic Viewpoints in Psychology*
Skinner, B. F. *Science and Human Behavior*
Wenar, Charles. *Personality Development: From Infancy to Adulthood*

Journal Articles (Sample from one journal)

Psychology Today

The Love Letters of Sigmund Freud, August 1967.
Interview with B. F. Skinner, September 1967.
Interview with Rollo May, September 1967.
The Daemonic: Love and Death (Rollo May), February 1968.
From Freud to Fromm, February 1968.
A Conversation with Viktor Frankl, February 1968.
A Conversation with Abraham Maslow, July 1968.
Love and Will (Rollo May), August 1969.
Adler, Individual Psychology and Marilyn Monroe, February 1970.
Adler, Alfred, A Sketch, February 1970.
Spare the Rod, Use Behavior Mod, December 1970.
Gordon Allport - A Conversation, April, 1971.
Psychology Through the Looking Glass (critique of behaviorism) June 1971.
Beyond Freedom and Dignity (B.F. Skinner), August 1971.
Freud (several articles) July 1972.
The Behavior Shapers, November 1972.

ASSESSMENT

Essay Test - Describing three theories of human growth and development using Maddi model and own theoretical position.

Oral Exam - Orally describing three theories of human growth and development using Maddi model and own theoretical position.

Psychology Competency Assessment

(Essay Exam)

Question:

Using the Maddi model, describe three basic theories of human growth and development plus your own theory of human growth and development. The facets of the Maddi model to be used are:

A. Core of the personality

- core tendency
- core characteristics

B. Periphery of the personality

- concrete peripheral characteristics
- styles of life (types) shown by those characteristics.

Answer: (samples of acceptable answers using the Maddi model)

Freud's theory (conflict model)

I. Core of the Personality

Core Tendency: to maximize instinctual gratification, while minimizing punishment and guilt (the reality principle). This is a compromise necessitated by the inevitable conflict between the individual (whose instincts are selfish) and socity (which aims at the common good). The reality principle involves secondary process thinking, which is characterized by formulating and testing strategies for maximizing instinctual gratification while minimizing punishment and guilt.

Core Characteristics: ID: Consists of the instincts, which are the original contents of mind. All instincts have their source in the biological (metabolic) requirements of the organism, and derive their energy from this source. The aim of all instincts is tension reduction (or satisfaction), which is achieved by obtaining objects appropriate to the source and aim. Instincts function according to the pleasure principle, or tendency to maximize instinctual gratification without regard for external reality. The pleasure principle involves primary process thinking, in which imagined objects give only partial satisfaction and tension reduction. All men possess life, death, and sexual instincts with the last being by far the most important.

Ego: With experience, a portion of the person's mind becomes differentiated for the purpose of facilitating reality principle functioning, through secondary process thinking. The major function of the ego is defensive, in that it permits only the forms and portions of instincts unlikely to engender punishment and guilt to remain in consciousness. The reality principle is largely engineered by the defensive process, which is itself unconscious.

Superego: Is a portion of the mind, differentiated from the ego, which contains the traditional values and taboos of society as interpreted to the child by his parents. It is the superego that makes guilt possible, which is the internal version of punishment. The values and taboos set restrictions on the forms of instinctual gratification that can be sought. When some instinctual impulse threatens to produce punishment or guilt, anxiety occurs as a warning. Some form of defensiveness occurs in order to avoid the anxiety by removing the instinctual impulse from consciousness. As conflict between the id and either society or superego is inevitable, all behavior is defensive.

Development

A. Psychosexual Stages:

ORAL (first year of life), in which the erogenous zone is the mouth, and the primary activities are receiving (oral incorporative) and taking (oral aggressive). Feeding is the important area of conflict.

ANAL (second year of life), in which the erogenous zone is the anus, and the primary activities are giving (and expulsive) and withholding (anal retentive). Bowel training is the important area of conflict.

PHALLIC (third through fifth year of life), in which the erogenous zone is the genitals, and the primary activities involve heterosexualizing interaction. This is the time of the Oedipus conflict, when the child vies with the same-sexed parent for the affection of the opposite-sexed parent. Especially important for the boy is castration anxiety, and for the girl is penis envy.

LATENCY (sixth year through puberty), in which the sexual instinct is dormant, and the child is learning skills not directly related to sexuality.

GENITAL (puberty to death), characterized by mature sexuality that combines all that is learned in the pregenital stages and relies primarily upon intercourse and orgasm. The person reaching genitality is fully able to love and work.

B. Fixation

When the inevitable conflict encountered at each psychosexual stage is minimal in intensity, the stage is successfully traversed. But when the parents intensify the conflict, by depriving or indulging the child unduly or inconsistently, growth is arrested through the occurrence of massive defensiveness aimed at avoiding anxiety through avoiding conflict. This arresting of growth is called fixation, and it signifies that the activities of the psychosexual stage involved will remain especially important to the person, even after he has achieved puberty.

II. Periphery of Personality

Character types Comprised of Traits: The types are expressive, in adulthood, of the activities and conflicts of the various psychosexual stages of development, and defenses common to those stages.

THE ORAL CHARACTER has, as its major defenses, projection (attributing to others an objectionable trait that you really possess), denial (failing to perceive some threatening object or event in the external world), and introjection (incorporating another person in order to avoid threat posed by him on one's own instincts), and some of its typical traits are optimism-pessimism, gullibility-suspiciousness, manipulativeness-passivity, and admiration-envy.

THE ANAL CHARACTER has, as its major defenses, intellectualization (substituting a fictitious, socially acceptable reason for the genuine, instinctual reason behind one's wishes and actions), reaction formation (substituting for one's true wishes, the directly opposite wishes), isolation (severing the connecting links normally present between the cognitive and emotional components of wishes, so that something of their true nature can remain conscious without a concomitant sense of threat, and undoing (certain thoughts and actions are engaged in so as to cancel out, or atone for threatening thoughts or actions that have previously occurred), and some of its typical traits are stinginess-overgenerosity, stubbornness-acquiescence, orderliness-messiness, and precision-vagueness.

THE PHALLIC CHARACTER has, as its major defense, repression (the active debarring from consciousness of instinctual wishes and action of a threatening nature), and some of its typical traits are vanity-self-hatred, pride-humility, blind courage-timidity, stylishness-plainness, and chastity-promiscuity.

THE GENITAL CHARACTER has as its major defense, sublimation (changing the object of the sexual instinct so that it is more socially acceptable than the original, but in no other way blocking the instinct), and its traits indicate full socialization, adjustment and potency.

Roger's Theory (fulfillment model)

I. Core of Personality

Core Tendency: the tendency to actualize one's inherent potentialities. This tendency serves to maintain and enhance living not only for the individual but for his species as well. As there is nothing in inherent potentialities unacceptable to society, conflict is not inevitable. The actualizing tendency, as stated above, is common to all living things. In humans, the tendency takes the additional form of the attempt to actualize the self.

Core Characteristics: Important in the self-actualization tendency are the need for positive regard, the need for positive self-regard, and the self. Both needs are offshoots of the self-actualizing tendency. The need for positive regard (from other people) renders the person influenciable by social approval and disapproval. The self (concept) refers to the person's conscious self of who and what he is. The need for positive self-regard refers to the satisfaction involved in finding your experience of yourself consistent with your self-concept.

Development

No developmental stages are specified. In general, the important consideration is whether the person receives unconditional positive regard (basic, complete acceptance, and respect) or conditional positive regard (acceptance of some and rejection of other behaviors) from the significant others. If unconditional positive regard is received, then the self is considered congruent with the potentialities). But if the person encounters conditional positive regard, he will develop conditions of worth (evaluative notions concerning which of his behaviors are worthy and which unworthy). The self-concept will have been socially determined, and therefore is incongruent with the inherent potentialities, In order that this incongruence not become conscious, and hence the source of anxiety concerning unworthiness, defenses are instituted. Defensive functioning involves either repression or distortion.

II. Periphery of Personality

Personality types Comprised of Traits

The Fully Functioning Person (or ideal person) has received unconditional positive regard. Hence, he has no conditions of worth, no defensiveness, and congruence between self and potentialities. He is characterized by openness to experience (emotional depth and reflectiveness), existential living (flexibility, adaptability, spontaneity, and inductive thinking), organismic trusting (intuitive living, self-reliance, confidence), experiential freedom (subjective sense of free will), and creativity (penchant for producing new and effective ideas and things).

The Maladjusted Person, has received conditional positive regard. Therefore he has conditions of worth, incongruence between self and potentialities, defensiveness. Also, he lives according to a preconceived plan rather than existentially, disregards his organism rather than trusting it, feels manipulated rather than free, and is common and conforming rather than creative.

For all his emphasis upon individuality, Rogers specifies only these two personality types. Subclassification within each broad category might be possible if the contents of inherent potentialities were stated.

Kelly's Theory (consistency model)

I. Core of Personality

Core Tendency: the attempt to predict and control the events one experiences. The model adapted for understanding man is that of the scientist, constructing events and subjecting the constructs thus developed to test, retaining those that are confirmed and rejecting or changing those that are disconfirmed.

Core Characteristics: Constructs are abstractions or generalizations from concrete experience, and all have the form of a dichotomy with the two poles having opposite meaning (e.g. good-bad). Constructs are organized into construction systems on the basis of two hierarchical principles: A construct may be superordinate to another because each pole of the subordinate construct forms a part of the context for the two poles of the superordinate; an entire construct may fit in one pole of another construct, without relevance to the remaining pole.

In anticipating events, one selects the constructs that seem relevant, and then chooses which of the poles of the relevant constructs he will apply. Choosing the pole of the construct is called the elaborate choice, and it reflects deciding upon the alternative through which one anticipates the greater possibility for extension and definition of one's construction system.

Although constructs that are disconfirmed by actual events are changed or discarded, Kelly is not explicit about the procedure of testing constructs. But he does indicate something of the emotional conditions surrounding construct disconfirmation and change. Anxiety is the awareness that the events with which one is confronted lie outside the predictive capabilities of one's construction system. Hostility is the continued effort to extort validational evidence in favor of a social prediction that has already been recognized as a failure. Guilt is the awareness of dislodgement of the self from one's core role structure.

Development

There is no consideration of development, aside from the statements concerning the constructing of events, and the changing of disconfirmed constructs. The nature of significant relationships in childhood and adulthood is not considered of importance.

II. Periphery of Personality

There is no specification of typical constructs or organization of constructs into personal styles. Some differentiations concerning constructs are offered, however, that could be of use in understanding individual differences. Constructs differ in their degree of permeability (hitherto unencountered events can be subsumed within a construct if it is permeable) and preemptiveness (a preemptive construct renders the events it subsumes unavailable for subsumption within other constructs). In addition, constructs can be preverbal (having no consistent word symbols to represent them), comprehensive (subsuming a wide variety of events), incidental (subsuming a narrow variety of events), superordinate (including other constructs as one of their elements), subordinate (being included as an element of other constructs), and loose (leading to varying predictions while still maintaining their identity.

DISCUSSION

While it is not expected that students will be able to describe three basic theories of human growth and development as thoroughly as the samples outlined above, it is expected that the theories chosen for description will be discussed using the Maddi model in such clarity and progression that logical development is easily recognizable and major points of each area are presented in more detail than outline form.

Personal Theory: Students are expected to be able to use the Maddi model for theory development as well as theory validation. While some theories do not fit the model exactly, students are asked to develop their own theory along the Maddi outline in recognition that precision and creativity are both needed in theory. The standards applied to the three basic theories are also applied to the personal theory; they are: clarity and progression, logical development and major points presented and discussed under each section of the Maddi outline.

Prepared by
Terrance L. Peterson

Example of Competency Session and Assessment Procedures

The learning experiences described in this section are designed to promote the following competencies.

Preparatory Level - Counseling

I. Individual Counseling

2. Candidate can describe the relationship among psychology, counseling and philosophy.

3. Candidate can describe three major theories of counseling, including a statement of: nature of man, psychological constructs, counseling process, and counseling goal for each of the theories.

4. Candidate can describe his/her initial personal theory of counseling, including a statement of: nature of man, psychological constructs, counseling process, and counseling goals.

Outline of exercises, lectures, readings and discussions

I. Counseling Theory

- A. Why have a personal theory of counseling?
- B. What does a counseling theory consist of?

II. Client Centered Counseling

- A. Nature of man
- B. Psychological constructs
- C. Counseling process
- D. Counseling goals

III. Behavioral Counseling

  A. Nature of man
  B. Psychological constructs
  C. Counseling Process
  D. Counseling goals

IV. Gestalt Counseling

  A. Nature of man
  B. Psychological constructs
  C. Counseling process
  D. Counseling goals

Resources for Individual Counseling
(Available in Gonzaga Learning Center)

Client-Centered

Books and Articles

Theories of Counseling and Psychotherapy - C. H. Patterson, (Pages 378-413)
Fundamentals of Counseling - Shertzer & Stone (pages 283-300)
Client Centered Therapy - Rogers
Person to Person - Problems of Being Human - Rogers (Editor)
Counseling & Psychotherapy - Berenson/Carkhuff (pages 71-86)
Beyond Counseling and Therapy - Carkhuff/Berenson (pages 63-77)
Theories of Counseling - Stefflre (pages 73-96)
Foundations of Counseling Strategies - Barclay (pages 302-341)

Tapes and Scripts

Rogers	(Mr. Vac)	Schizophrenia-80th interview
Rogers	(Miss Meers)	30 year old - depression - 17th interview
Rogers	(Mr. Lin)	Homosexual college student - 1st interview
Rogers	(Mrs. P.S.)	17 year old woman - 1st interview

Movies

Introduction to Client-Centered Counseling - Patterson
Gloria Series - Rogers

Behavioral Counseling

Theories of Counseling & Psychotherapy - C. H. Patterson (pages 89-212)
Fundamentals of Counseling - Shertzer and Stone (pages 259-270)
Counseling and Psychotherapy - Berenson & Carkhuff (pages 147-283)
Beyond Counseling & Therapy - Carkhuff and Berenson (pages 77-87)

Theories of Counseling - Stefflre (pages 243-287)
Revolution in Counseling - Krumboltz
Modification of Child Behavior - Blackham and Silberman
The Practice of Behavior Therapy - Wolpe
Behavioral Counseling - Krumboltz and Thoresen
Self-Directed Behavior - Watson and Thorp
Strategies in Counseling for Behavior Change - Osipow and Walsh
Behavior Change in Counseling - Osipow and Walsh
Behaviorism is Humanism - Hosford

Tapes

Behavior Therapy - Desensitization of a Phobia - Wolpe, Volume 26
Desensitization of a Phobia - Wolpe, Volume 30

Movies

Introduction to Behavioral Counseling
Client-Centered or Behavioral Counseling - A Debate

Gestalt

Theories of Counseling & Psychotherapy - C.H. Patterson (pages 344-377)
Ego, Hunger and Aggression - F.S. Perls
Recognition in Gestalt Therapy - Pursglove
Don't Push the River - Stevens
In and Out of the Garbage Pail - F.S. Perls
Gestalt Therapy - Perls, Hafferline, Goodman
Gestalt Therapy Verbation - F.S. Perls
Introduction to Gestalt Therapy - Enrigh - Xerox Copy
Task of the Therapist - Fagan

Tapes

Gestalt Therapy Seminar - Perls
Gestalt Expressive Therapy (Interview with 38 year old female)

Movies

In the Now
Perls - Gloria Series

Building Your Own Theory

Theories of Counseling & Psythotherapy - C.H. Patterson (pages 521-542)
Fundamentals of Counseling - Shertzer and Stone (pages 310-333)
Theories of Counseling - Stefflre (pages 1-29, 287-305)

Beyond Counseling & Therapy - Carkhuff and Berenson (pages 21-44)
Counseling & Psychotherapy - Berenson & Carkhuff (pages 1-7, 439-449)
Revolution in Counseling - Krumboltz (pages 95-107)

"Theory Aversion in Counselor Education," James Lester in Journal of Counselor Education and Supervision, VI, Winter, 1967.

"Following My Nose Toward a Concept of a Creative Counselor," Marshall P. Sanborn in The School Counselor, November 1966.

"Building a Personal Theory of Counseling," Donald Blocher in Developmental Counseling, pages 25-27.

Assessment Instruments for Individual Counseling

Candidates must respond to the four outlined elements of a counseling theory for three major (recognized) theories and for their own theory statement. Adequate response would include most of the items found in the following examples.

Example of Correct Answer NAME OF THEORY Client Centered Counseling

---

Nature of Man

Phenomenological: By this hypothesis each man has his own phenomenal field, which is a definition of events, reality, as they appear to him. Man reacts to his phenomenological field (perception) as reality. Whatever he thinks is true, is reality to him. Man is inherently motivated. If an organism is alive - it is motivated. As for the direction of this motivation, man posses an inherent tendency toward maintenance and enhancement of the organism - the self.

Major Personality Constructs

Characteristics of the Human Infant: The infant perceives his experience as reality; for him, his experience is reality. He is endowed with an inherent tendency toward actualizing his organism. His behavior is goal-directed, directed toward satisfying the need for actualization in interaction with his perceived reality. In this interaction he behaves as an organized whole. Experiences are valued positively or negatively, in an organismic valuing process, in terms of whether they do or do not maintain his actualizing tendency. The infant is attracted toward positively valued experiences and avoids those that are negatively valued.

The Development of the Self: As a result of the tendency toward differentiation (which is an aspect of the actualizing tendency), part of the individual's experience becomes symbolized in awareness as self-experience. Through interaction with significant others in the environment this self-experience leads to a concept of self, a perceptual object in the experiential field.

The Need for Positive Regard: With awareness of the self the need for positive regard from others develops. The satisfaction of this need is dependent upon inferences regarding the experiential fields of others. It is reciprocal in human beings in that the individual's positive regard is satisfied when he perceives himself as satisfying another's need. The positive regard of a significant social can be more powerful that the individual's organismic valuing process.

The Development of the Need for Self-Regard: A need for self-regard develops from the association of the satisfaction or frustration of the need for positive regard with self-experiences. The experience or loss of positive regard thus becomes independent of transactions with any social other.

Development of Conditions of Worth: Self-regard becomes selective as significant others distinguish the self-experiences of the individual as more or less worthy of positive regard. The evaluation of a self-experience as more or less worthy of self-regard constitutes a condition of worth. The experience only of unconditional positive regard would eliminate the development of conditions of worth and lead to unconditional self-regard, to congruence of the needs for positive regard and self-regard with organismic evaluation, and to the maintenance of psychological adjustment.

The Development of Incongruence Between Self and Experience: The need for self-regard leads to selective perception of experiences in terms of conditions of worth, so that experiences in accord with one's conditions of worth are perceived and symbolized accurately in awareness, but experiences contrary to the conditions of worth are perceived selectively or distortedly, or denied to awareness. This presence of self-experiences that are not organized into the self-structure in accurately symbolized form results in the existence of some degree of incongruence between self and experience, in vulnerability, and in psychological maladjustment.

The Development of Discrepancies in Behavior: Incongruence between self and experience leads to incongruence in behavior, so that some behaviors are consistent with the self-concept and are accurately symbolized in awareness, while other behaviors actualize those experiences of the organism that are not assimilated into the self-structure and have thus not been recognized, or have been distorted to make them congruent with the self.

The Experience of Threat and Process of Defense: An experience that is incongruent with the self-structure is subceived as threatening. If this experience were accurately symbolized in awareness, it would introduce inconsistency, and a state of anxiety would exist. The process of defense prevents this, keeping the total perception of the experience consistent with the self-structure and the conditions of worth. The consequences of defense are rigidity in perception, an inaccurate perception of reality, and intentionality.

The Process of Breakdown and Disorganization: In a situation in which a significant experience demonstrates the presence of a large or significant incongruence between self and experience, the process of defense is unable to operate successfully. Anxiety is then experienced, to a degree depending upon the extent of the self-structure that is threatened. The experience becomes accurately symbolized in awareness, in ways consistent with the experiences that have been distorted or denied and at times in ways consistent with the concept of the self, with its distorted or denied experiences.

The Process of Reintegration: For an increase in congruence to occur, there must be a decrease in conditions of worth and an increase in unconditional self-regard. The communicated unconditional positive regard of a significant other is one way of meeting these conditions. In order to be communicated, unconditional positive regard must exist in a context of empathic understanding. When this regard is perceived by the individual, it leads to the weakening or dissolving of existing conditions of worth. The individual's own unconditional positive regard is then increased, while threat is reduced and congruence develops. The individual is then less susceptible to preceiving threat, less defensive, more congruent, with increased self-regard and positive regard for others is more psychologically adjusted. The organismic valuing process becomes increasingly the basis of regulating behavior, and the individual becomes more nearly fully functioning. The occurrence of these conditions and results constitutues psychotherapy.

Counseling Process

For therapy to occur, the following conditions must be present:

1. Two persons are in contact.
2. One, the client, is in a state of incongruence (divergence between awareness and experience).
3. The other, the therapist, is congruent in the relationship.
4. The therapist experiences unconditional positive regard toward the client.
5. The therapist experiences an empathic understanding of the client's internal frame of reference.
6. The client perceives, at least to a minimal degree unconditional positive regard and empathic understanding.

The relationship is necessary and sufficient for therapeutic change.

Goals of Counseling

First goals is a process goal -- to establish the counseling relationship. The only outcome goal is to increase self-actualization. Self-actualization is defined as:

Each individual possesses an inherent tendency toward actualizing his organism. He has the capacity and tendency to symbolize his experiences accurately in awareness. He has a need for positive regard from others and for positive self-regard. When these needs are met, his tendencies toward actualizing his organism and accurately symbolizing his experiences are most fully realized. When these conditions are met to a maximum degree, the individual will be a fully functioning person who is open to his experience, with no defensiveness, and with all experiences available to awareness and symbolized as accurately as the experiential data will permit. His self-structure will be congruent with his experience and will constitute a fluid gestalt, changing flexibly in the process of assimilation of new experiences. He will experience himself as the locus of evaluation, and the valuing process will be a continuing organismic one. He will have no conditions of worth and will experience unconditional self-regard. Each situation will be met with behavior that is a unique and creative adaptation to the newness of that moment. His organismic valuing will be a trustworthy guide to the most satisfying behaviors, because all available experiential data will be available to awareness and will be used, and no datum of experience will be distorted in, or denied to, awareness. The outcomes of behavior in experience will be available to awareness; thus, any failure , because of lack of data, to achieve the maximum possible satisfaction will be corrected by this effective reality testing. The individual "will live with others in the maximum possible harmony, because of the rewarding character of reciprocal positive regard".

The full functioning of a person is synonymous with optimal psychological adjustment, optimal psychological maturity, complete congruence, complete openness to experience, and complete extensionality. It is the goal, or end point, of optimal psychotherapy. -- Rogers quote.

Example of Correct Answer NAME OF THEORY Behavioral Counseling

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Nature of Man

Man is born neutral - either good or bad. His behavior is a function of his interaction with the environment. Behavior is lawful and is learned. Most behavior is a result of an individual's past history of reinforcements. Inherited genetic make-up influences man's development, but is not available to experimental examination.

Major Personality Constructs

Following should be defined:

1. Operant conditioning (emitted responses)
2. Classical conditioning (elicted responses)
3. Extinction
4. Negative reinforcement
5. Punishment

Counseling Process

1. Establishing a relationship: This relationship should be characterized by a sincere attempt by the counselor to understand the client's problem - good listening and attending behavior.

2. Establishing goals for counseling: Goals must be mutually agreed upon by the counselor and the counselee - must be in terms of specific behaviors.

3. Baseline data are gathered: Frequency counts of the target behavior are recorded.

4. Intervention procedures are designed by the counselor and agreed upon by the client.

5. Post treatment data are gathered: Frequency counts of the target behavior during and after treatment are recorded.

Decision to:

A. Repeat step 4 and 5 if goals have not been reached.
B. Repeat steps 2 and 5 if client desires.
C. Terminate counseling relationships

Goals of Counseling

1. Goals must be stated in terms observable behaviors.
   Typical goals:
   1. Altering maladaptive behavior
   2. Learning new behavior
      a. Preventing problems
      b. Learning decision making process
2. Goals must be agreed upon by the client and counselor.

Example of Correct Answer NAME OF THEORY Gestalt Counseling

Nature of Man

Man is more than the sum of his parts - totality - a whole. Only reality is individual's perceptions -reality a product of agreement - consensus.

Optimistic view of man - hopeful, tendency to self-actualize. Man can learn and change through awareness.

Major Personality Constructs

Organism always works as a whole. Only one item, one figure can be foreground at a time. Until that drive (need) is satisfied all other things become background. Two strong needs at the same time cause confusion.

Concept of top-dog and under-dog:

Top dog - righteous, bully, "you should", perfectionist
Under dog - defensive, weak, crybaby, manipulator, cunning

Healthy individual resides between two extremes, recognizes both sides to his/her personality.

Two recognized drives - sex and hunger.

Major concern is with the Here and Now. Past is history, future is fantasy.

Counseling Process

Frustrate the client in such a way that he is forced to discover his missing potential (fill in the missing parts of his personality - those experiences he has denied to awareness) - re-owning process. Eventually client discovers that what he expects from the therapist, he can do best himself.

Non-Verbal Communication is thought to be the most honest form of communication - less masked than verbal communication.

Dream Work - dreams are not interpreted, but are relived in the present. Client asked to relive dreams in therapy sessions. Dreams are the most spontaneous expression of the human being. Existential messages from self-to-self.

Rules

1. Principle of here and now (speak in present tense).
2. I and thou (address others directly, rather than through the therapist).
3. I language (substitue I for it when speaking about the body).
4. Use of awareness continuum(focus on the how and what of experiences - not why).
5. No gossip (address persons directly when present).
6. No questions (convert questions into statements).

Games

1.	Games of dialogue	Client plays - both parts - (underdog, topdog), (aggressive, passive), (nice guy, scoundrel), (masculine, feminine).
2.	Making the Rounds	Translating a general statement to each person in a room (I can't stand anyone here), (say to each person " I can't stand you, Mary, Joe, etc.).
3.	I take responsibility	Each statement about himself or feeling is ended with "and I take responsibility for it".
4.	I have a secret	Discuss feelings of that secret.
5.	Reversals	Play a role opposite of a person's expressed or overt behavior.
6.	Rehearsal	Play a social role - that is desired.
7.	Exaggeration	Asked to repeat a statement (or action) again and again with increasing loudness and emphasis.
8.	May I feed you a sentence.	Ask the client to repeat a sentence (try it on for size).

Goals of Counseling

Over all goal - to become more self-actualized.

1. Become less dependent on external controls - use organismic valuing system.
2. To live in the NOW.
3. Accept responsibility for own condition.

Example of Correct Answer

NAME OF THEORY Personal Therapy

Personal theory statement should include statements regarding the following dimensions:

Nature of Man

Major Personality Constructs

Counseling Process

Goals of Counseling

Evaluation Process

Personal statement will be evaluated in terms of the consistency between each of the above dimensions.

Examples of Competency Session and Assessment Procedures

The learning experiences described in this section are designed to promote the following competencies:

Preparatory Level - Critical Issues

I. Role Definition

The candidate can describe the major services which counselors are expected to provide to clients in his her employment or practicum setting.

II. Confidentiality

The candidate can state and defend his position regarding confidentiality.

III. Manipulation

The candidate can describe and defend his position regarding counselee's freedom.

IV. Non-Judgmentation

The candidate can describe and defend his position regarding counselor judgments of clients.

V. Institutional Press

The candidate can describe and defend his position regarding institutional goals and their relationship to counselor goals.

VI. Administrative Structure

The candidate can describe the administrative organization of his/her employment or practicum setting.

VII. Ethics

The candidate can describe the A.P.G.A. Code of Ethics.

VIII. Future of the Profession

The candidate can describe the directions he/she sees the counseling profession moving during the next 10 years.

IX. Other Specifics to Employment of Field Experience Setting

Outline of exercises, lectures, readings and discussions

1. Introduction: the fluid, personal nature of ethical judgment.
2. Role definition
3. Confidentiality and privilege
4. Manipulation
5. Non-judgmentation
6. Institutional press
7. Administrative structure
8. Ethics: effect of personal values and cultural mores on the counselor
9. The future of the profession

RESOURCES

(Available in Gonzaga's Learning Center)

- Section 9, Chapter 304, Laws of 1971, 1st ex. sess. re confidential information.
- Ethical standards of APGA
- ASCA Code of Ethics
- Spokane Public School District Policy #5012 re pupil tests and records.
- Some New Challenges - Carl Rogers, American Psychologist, May 1973.
- Litwack, et al. Critical Issues in Student Personnel Work: A Problem Casebook. Rand McNally, Chicago, 1965.

RESOURCES FOR ISSUES

General:

Rothney, John W. M. "Some Not So Sacred Cows," Personnel and Guidance Journal, June, 1970, Vol. 48 #10.

Biestek, Felix P. The Casework Relationship.

Shertzer & Stone, Fundamentals of Counseling, Chapter 16, "Legal and Ethical Considerations" and Chapter 20. "Issues and Trends in Counseling."

Beck, Carlton E. Philosophical Foundations of Guidance, see index under various categories: Choice, Confidentiality, Ethics, Freedom, Manipulation, Values...

Severin, Frank T. Humanistic Viewpoints in Psychology. Chapter ll, "Value Orientation in Counseling" (pp. 357-384), also, from first full paragraph on p. 319 to middle of p. 320.

Wren, C. Gilbert, The World of the Contemporary Counselor.

Counselor Education and Supervision

"Effectiveness Ratings of Counselors Without Teaching Experience." September 1973, Vo. 13, No. 1.

"APGA Members' Ethical Discriminatory Ability," March, 1972, Vo. 11 No. 3.

Personnel and Guidance Journal

Women and Counselors (special issue), October 1972, Vol. 51, #2

"The Counselor: Who? What? " p. 785, June 1972, Vol. 50, #10

Mutuality: Redefining Client and Counselor (special issue), May, 1972, Vol. 50, #9.

"The 1980 Counselor: Applied Behavioral Scientist." p. 451, February, 1972, Vol. 50, No. 6.

"Counselor Certification: Who Still needs Teaching Experience?" p. 388, January 1972, Vol. 50, No. 5.

Ethical Practice: Preserving Human Dignity (special issue), December, 1971, Vol. 50, No. 4.

Culture as a Reason for Being (special issue), October, 1971, Vol. 50, No. 2.

"Student Rights: A Program for Counselors," p. 52, September, 1971, Vol. 50, #1.

"A Radical Change in Counselor Education and Certification", June 1971, Vol. 49, No. 10.

Counseling and the Social Revolution (special issue) May, 1971, Vol. 49, No. 9.

Technology in Guidance (special issue) November, 1970, Vol. 49, No. 3

"Human Values and Counseling," p. 77, October, 1973, Vol. 52, No. 2.

Barry, Ruth and Beverly Wolf. Motives, Values and Realities: A Framework for Counseling. Teachers College Press, Teachers College, Columbia University, 1965 (pp. 39-57) on Value judgments, etc.

Hagmaier, George and Robert W. Gleason. Counseling the Catholic. Sheed and Ward, N.Y. 1959. (pp 247-269) on Catholicism and Psychiatry.

Stewart, Lawrence H. and Charles F. Warnath. The Counselor and Society: A Cultural Approach. Houghton Mifflin Co. Boston, 1965. (Chapter 3 - "Values and Behavior Models," and Chapter 14 - "Ethical Considerations for Guidance.").

Bentley, Joseph C. The Counselor's Role: Commentary and Readings. Houghton Mifflin Co., Boston, 1968 (you select).

ASSESSMENT

- see attached copy of essay test.
- candidate as well as the instructor were involved in assessment procedures of each other, thus the candidate chose the relative anonymity of social security numbers for peer evaluation of tests.
- candidates also evaluated the quality of other candidates small group discussion contributions as practice in the development of their own personal judgments.
- written reports are to be turned in re the role definition and administrative structure of the respective practicum situation.

Social Security No. ____________

Fall 1973

ISSUES COMPETENCY ASSESSMENT

1. Role of the Counselor:

2. Confidentiality and Privilege:

3. Non-judgmentation:

4. Manipulation:

5. Ethics (How personal values and cultural mores effect the counselor):

6. The future of the profession (scope and role, goals you have):

7. Institutional Press:

8. Administrative Structure:

9. Specific Issues related to your employment or practicum setting:

______

______Pass
______Fail

Assessed by: ____________________ ____________________

____________________ ____________________

APPENDIX B

Continuing Level Competencies and Possible Demonstration Procedures

CONTINUING LEVEL

(KNOWLEDGE COMPETENCIES AND POSSIBLE DEMONSTRATION PROCEDURES)

COMPETENCIES THEORETICAL CONCEPTS	COMPETENCIES (PROFESSIONAL-PERFORMANCE)	POSSIBLE DEMONSTRATION PROCEDURES
A. Communication Skills	1.	
1. Verbal Skills	1. Same as initial level	
2. Non-Verbal Skills	1. Same as initial level	
3. Writing Skills	1. Candidate demonstrates the ability to write materials which are contributions to the professional literature.	Demonstrate by presentation of written material prepared for job related responsibilities for the examination of advisor and board members.
B. Philosophy 1 Philosophical Foundations	1. The candidate is able to identify the philosophical tenets and describe the nature of their implementation relative to professional programs in which person is significantly involved.	Demonstration by presentation of description of various professional programs and the philosophical tenets these programs are based upon.
	2. The candidate is able to assist others (e.g., colleagues) in the clarification and development of their own philosophical bases relative to their professional endeavors.	Demonstrate by presentation of some methods used in assisting other candidates attain philosophical competencies and statement of endorsement by individuals who have been assisted by the candidate.
	3. The candidate provides evidence of own continuing philosophical development	Demonstrate by presentation of his/her own philosophical development

C. Psychology		
1. Learning/Growth and Human Development	1. Candidate demonstrates the ability to assist others in clarifying their theory of learning/growth and development.	Demonstrate by presentation of some methods used in assisting other candidates their theory of learning/growth and development and a statement of endorsement by individuals who have been assisted by the candidate
2. Mental Wellness	1. Candidate can indicate own characteristics of mental wellness and design plans to strengthen own mental wellness.	Demonstrate by providing specific examples, mental wellness.
3. Abnormal Psychology	1. Candidate can effectively serve as a consultant in diagnosis of abnormal psychological characteristics.	Demonstrate by providing examples of diagnosis of abnormal psychological characteristics in employment setting or by on-site observation of diagnosis competency.
D. Counseling		
1. Individual Counseling	1. Candidate develops a current, comprehensive expression of his/her theory and practice of counseling relative to work setting.	Demonstrate by providing current theory statement including view of nature of man, psychological construct, counseling process, goals and evaluation procedure.
	2. Candidate demonstrates skills in assisting others in the clarification and consistent application of their own counseling theory.	Demonstration by presentation of some methods used in assisting other candidates define and apply their own counseling theory and a statement endorsement by individuals who have been assisted by the candidate.
	3. Candidate provides evidence of the effective evaluation of his/her counseling (e.g., evaluation based on client results).	Demonstration by presenting examples of evaluation used in employment setting.

2. Group Counseling	1. Candidate can demonstrate effective leadership of "counseling" groups (i.e., T-group and encounter).	Demonstrate by on-site observation or video or audio tapes of group counseling sessions.
E. Services		
1. Career Development	1. Candidate can demonstrate that he/she has a functioning total career development program appropriate for his/her work setting and consistent with his/her statement of a personal theory of career development.	Demonstrate by on-site observation of the program.
2. Appraisal	1. Candidate demonstrates the ability to plan and organize a comprehensive appraisal program appropriate for his/her work setting.	Demonstrate by on-site observation of the program.
	2. Candiate demonstrates ability to administer, score, and utilize results in counseling of selected individual tests and inventories.	Demonstration by on-site observation or video or audio tapes of administration and counseling using selected individual inventories.
	3. Candidate demonstrates ability to construct a test or inventory appropriate to specific setting, special need (or can outline procedure for doing so).	Demonstration by presentation of an inventory constructed by the candidate.

3. Consultation	1. Candidate can demonstrate that he/she has a functioning consultation system appropriate for his/her work setting.	Demonstration [illegible] on-site observation or tape and description work as a consultant.
4. Referral	1. Candidate can demonstrate that he/she has a wide range of referral services functioning for clients.	Demonstration by on-site observation or description of referral service that have been used, giving specific examples.
5. Research	1. Candidate can demonstrate that he/she has designed and implemented some agency-wide research efforts related to personel services.	Demonstrate by on-site observation or presentation of written materials describing research projects.
	2. Candidate can demonstrate a working knowledge of the computer facilities available for research.	Demonstration by presentation of examples of use of the computer facilities.
Critical Issues		
1. Role Definition	1. Candidate can demonstrate involvement in attempts to clarify counselor role (local, state, national).	Demonstration by activities in Inland Empire Personnel and Guidance Association, Washington Personnel and Guidance Association, American Personnel and Guidance Association, Spokane Education Association, Washington Education Association or National Education Association.
2. Confidentiality	1. Candidate can demonstrate involvement in attempts to clarify confidentiality rights for counselors (local, state, or national).	Demonstration by activities in Inland Empire Personnel and Guidance Association, Washington Personnel and Guidance Association, American Personnel and Guidance Association, Spokane Education Association, Washington Education Association or National Education Association.

3. **Manipulation**	1. Candidate can demonstrate attempts at obtaining recognition of counselor endorsed code of ethics (local, state, or national).	Demonstration by activities in Inland Empire Personnel and Guidance Association, Washington Personnel and Guidance Association, American Personnel and Guidance Association, Spokane Education Association, Washington Education Association or National Education Association.
4. **Non-Judgmentation**	1. Same as F3 (1) Continuing Level.	
5. **Institutional Press**	1. Candidate can demonstrate attempts at modifying any institutional policies inconsistent with his/her stated goals.	Demonstration by presentation of a description of proposals for changes in institutional policy.
6. **Administrative Structure**	1. Candidate can demonstrate attempts at modifying administrative structure to fit his/her ideal structure.	Demonstration by presentation of a description of proposals for changes in administrative structure.
7. **Ethics**	1. Candidate can demonstrate attempts at obtaining recognition of the counselor endorsed code of ethics.	Demonstration of activities in Inland Empire Personnel and Guidance Association, Washington Personnel and Guidance Association, American Personnel and Guidance Association, Spokane Education Association, Washington Education Association or National Education Association.
8. **Other Specifics to setting**		

CONTINUING LEVEL

(SELF-AWARENESS COMPETENCIES AND POSSIBLE DEMONSTRATION PROCEDURES)

COMPETENCIES THEORETICAL CONCEPTS	COMPETENCIES (PROFESSIONAL-PERFORMANCE)	POSSIBLE DEMONSTRATION PROCEDURES
Self-Awareness 1. Personal	1. Candidate is willing to define relation of his/her perceived and ideal self, substantiate and identify some means of increasing relation.	Demonstration by presentation of specific examples of ideal and perceived self.
	2. Candidate is able to design and initiate involvement to self and others in new experiences to the profession.	Demonstration by presentation of specific examples of involvement in new experiences.
2. Inter-Personal	1. Candidate is willing and able to assist others (colleagues) in their attempts to develop positive relationships and to provide assessment for feedback.	Demonstration by presentation of specific examples of assisting others in developing positive relationships and to provide assessment for feedback.

APPENDIX C

List of Books Related to Counseling and Guidance Available in Crosby Library

RC/454/A25	Abnormal Psychology: Current Perspectives. Curtis Banett, et al. Del Mar, Calif., CRM Books, 1972.
HQ/728/A2	Ackerman. The psychodynamics of family life. N.Y., Basic Books, 1958.
LB/1620.5/A33	Adams, James. Counseling and Guidance, A Summary View. N.Y., Macmillan, 1965.
BF/637/C6/A3	Adams, James. Problems in Counseling: A Case Study Approach.
BF/173/A47	Adler, Alfred. The Individual Psychology of Alfred Adler. N.Y., Basic Books, 1956.
BF/173/A5	Adler, Alfred. The Practice and Theory of Individual Psychology. London, K. Paul, Trench, Trubner and Co., Ltd., 1946.
BF/173/A55/A5	Adler, Kurt. Essays in Individual Psychology; Contemporary Application of Alfred Adler's Theories. N.Y., Grove Press, 1959.
BF/38/A38	Allport, Gordon. Becoming; Basic Considerations for a Psychology of Personality.
BF/149/A4	Allport, Gordon. The Person in Psychology; Selected Essays. Boston, Beacon Press, 1968.
BF/698/A39	Allport, Gordon. Pattern and Growth in Personality. N.Y., Holt, Rinehart and Winston, 1961.
BF/698/A42	Allport, Gordon. Personality and Social Encounter. Boston, Beacon Press, 1960.
BF/698/A4	Allport, Gordon. Personality; A Psychological Interpretation. N.Y., H. Holt and Co., 1937.
HF/5382.5/U5/A717	Amos, William E. Counseling the Disadvantaged Youth. Englewood Cliffs, N.J., Prentice-Hall, 1968.
BF/431/A573	Anastasi, Anne. Psychological Testing. (2nd Ed.) N.Y., Macmillan, 1961. New Edition - 1968.
BF/698/A46	Anderson, H.H. An Introduction to Techniques and Other Devices for Understanding the Dynamics of Human Behavior. N.Y., Prentice-Hall, 1962.
LB/1027.5/A63	Andrew, Dean. Administration and Organization of the Guidance Program. N.Y., Harper, 1958.
HQ/536/A558	Andrews. The emotionally disturbed family. N.Y., J. Aronson, 1974.

BF/698/A5	Angyal, Andras. Foundations for a Science of Personality. London, Oxford Univ. Press, 1941.
HV/43/A684	Aptekar, Herbert. The Dynamics of Casework and Counseling. Boston, Houghton Mifflin, 1955.
BF/637/C6/A67	Arbuckle, Dugald. Counseling; Philosophy, Theory and Practice. (2nd Ed.) Boston, Allyn and Bacon, 1970.
RC/480/A7	Arbuckle, Dugald. Counseling and Psychotherapy: An Overview. N.Y., McGraw-Hill, 1967.
LB/1027.5/A69	Arbuckle, Dugald. Pupil Personnel Services in American Schools. Boston, Allyn and Bacon, 1962.
HF/5549/A897	Argyris, Chris. Personality and Organization: The Conflict Between System and the Individual. N.Y., Harper, 1957.
BF/531/A8	Arnold, Magda B. Emotion and Personality. N.Y., Columbia Univ. Press, 1960.
BF/698/A73	Arnold, Magda B. The Human Person: An Approach to an Integral Theory of Personality. N.Y., Ronald Press, 1954.
LB/2343/A84	Astin, Alexander W. The Educational and Vocational Development of College Students. Wash. D.C. The American Council on Education. 1969.
BF/683/A8	Atkinson, John. An Introduction to Motivation. Princeton, N.J., Van Nostrand, 1964.
HQ/773.7/A77	Attwell, Arthur. The Retarded Child: Answers to Questions Parents Ask. Burbank, Calif., Eire Press, 1969.
LB/1051/A748	Ausebel, David. The Psychology of Meaningful Verbal Learning: An Introduction to School Learning. N.Y., Grune and Stratton, 1963.
RC/554/A8	Ausubel, David. Ego Development and the Personality Disorders: A Developmental Approach to Psychopathology. N.Y., Grune and Stratton, 1952.
HM/271/A8	The Authoritarian Personality. T.W. Adorno Editor. N.Y., Harper, 1950.
HQ/728/B33	Bach, George. The Intimate Enemy; How to Fight Fair in Love and Marriage. N.Y., Morrow, 1969.
HM/133/B325	Back,Kurt. Beyond Words; the Story of Sensitivity Training and the Encounter Movement. N.Y., Russell Sage Foundation, 1972.

BL/53/B29	Bakan, David. *The Duality of Human Existence; An Essay on Psychology and Religion.* Chicago, Rand-McNally, 1966.
LB/1051/B24	Baller, Warren. *The Psychology of Human Growth and Development.* N.Y., Holt, Rinehart and Winston, 1961.
RC/489/B4/B3	Bandura, Albert. *Principles of Behavior Modification.* N.Y., Holt, Rinehart and Winston, 1969.
BF/698/B314	Bannister, Donald. *The Evaluation of Personal Constructs.* N.Y., Academic Press, 1968.
BD/450/B3	Barden, Garrett. *Towards Self-Meaning.* N.Y., Herder and Herder, 1969.
LB/1028/B33	Barnes, Fred. *Research for the Practitioner in Education.* Washington, NEA, 1964.
BF/683/B3	Barry, Ruth. *Motives, Values, and Realities; A Framework for Counseling.* N.Y., Teachers College Press, Teachers College, Columbia University, 1965.
LB/1027.5/B3	Barry, Ruth. *Modern Issues in Guidance - Personnel Work.* N.Y., Bureau of Publications, Teachers College, Columbia Univ., 1963.
HF/5381/B325	Barry, Ruth. *An Epitaph for Vocational Guidance.* N.Y., Bureau of Publications, Teachers College, Columbia Univ., 1962.
RC/480.5/B37	Barton, Anthony. *Three Worlds of Therapy; An Existential - Phenomenological Study of the Therapies of Freud, Jung, and Rogers.* Palo Alto, Calif., National Press Books, 1974.
BF/173/B25	Baudoin, Charles. *The Power Within Us.* Freeport, N.Y., Books for Libraries Press, 1968.
HQ/1208/B352	Beauvoir. *The second sex.* N.Y., Knopf, 1953.
BF/637/C6/B33	Beck, Carlton. *Philosophical Foundation of Guidance.* Englewood-Cliffs, N.J., Prentice-Hall, 1963.
LB/2321/B27	Becker, Gary S. *Human Capital; A Theoretical and Empirical Analysis.* N.Y., National Bureau of Economics Research, Columbia Univ. Press, 1964.
BJ/1012/B42	Becker, Lawrence. *On Justifying Moral Judgment.* N.Y., Humanities Press, 1973.
RC/439/B4	Beers, Clifford. *A Mind that Found Itself; An Autobiography.* Garden City, N.Y., Doubleday, 1956.

BF/637/C6/B35	Bennett, Margaret. *Guidance and Counseling in Groups*. (2nd Ed.) N.Y., McGraw-Hill, 1963.
LB/1027.5/B42	Bentley, Joseph. *The Counselor's Role: Commentary and Readings*. Boston, Houghton Mifflin, 1968.
B/4238/B43/I23	Berdiaev, Nickolai. *Solitude and Society*. London G. Bles. The Centenary Press, 1947.
HV/11/B42	Berengarten, Sidney. *Interviewing and Personality Assessment; Selection of Social Work Students.* N.Y., *Council on Social Work Education*, 1968.
BF/721/B368	Berkowitz, Leonard. *The Development of Motives and Values in the Child.* N.Y., Basic Books, 1964.
HM/251/B468	Bernard, Harold. *Human Development in Western Culture*. Boston, Allyn and Bacon, 1962.
RA/790/B45	Bernard, Harold. *Toward Better Personal Adjustment*. (2nd Ed.) N.Y., McGraw-Hill, 1957.
RC/488/B425	Berne, Eric. *Principles of Group Treatment*. N.Y., Oxford Univ. Press, 1966.
RC/488/B43	Berne, Eric. *Transactional Analysis in Psychotherapy; A Systematic Individual and Social Psychiatry*. N.Y., Grove Press, 1961.
HF/5381/B47 Microfiche	Berry, Jane. *Counseling Girls and Women - Awareness, Analysis, Action.* K.C. Mo., Missouri State Dept. of Labor and Industrial Relations. 1966.
LB/1028/B4	Best, John. *Research in Education* (2nd Ed.) Englewood Cliffs, N.J., Prentice-Hall, 1970.
B/29/B52	Bierman, Arthur. *Philosophy for a new Generation.* N.Y., Macmillan, 1970.
LB/1051/B45213	Bigge, Morris. *Psychological Foundations of Education; An Introduction to Human Development and Learning*. N.Y., Harper and Row, 1968.
LB/1051/B45212	Bigge, Morris. *Learning Theories for Teachers,* N.Y., Harper and Row, 1964.
BF/204.5/B523	Binswanger, Ludwig. *Being-in-the-World*. N.Y., Basic Books, 1963.

HM/131/B56	Bion, Wilfred. *Experiences in Groups, and other Papers*. N.Y., Basic Books, 1961.
BF/698/B515	Bischof, Ledford J. *Interpreting Personality Theories*. N.Y., Harper and Row, 1964.
KF/156/B53/1968	Black. *Black's Law Dictionary*. St. Paul, Minn. West Pub. Co., 1968.
HD/38/B6	Blake, Robert. *Group Dynamics - Key to Decision Making*. Houston, Tex., Gulf Pub. Co., 1961.
RC/565/B53	Blane, Howard. *The Personality of the Alcoholic; Guises of Dependency*. N.Y., Harper and Row, 1968.
HM/132/B55	Blank, Leonard. *Confrontation; Encounters in Self and Interpersonal Awareness*. N.Y., Macmillan, 1971.
BF/637/C6/B47	Blocher, Donald. *Developmental Counseling*. N.Y., Ronald Press, 1966.
BF/637/C6/B5	Blum, Milton. *Counseling and Psychology; Vocational Psychology and its Relation to Educational and Personal Counseling*. N.Y., Prentice-Hall, 1962.
BF/698/B59	Bonner, Hubert. *Psychology of Personality*. N.Y., Ronald Press, 1961.
BF/637/C6/B6	Bordin, Edward. *Psychological Counseling*. N.Y., Appleton-Century-Crofts, 1955.
HM/258/B664	Bormann, Ernest. *Effective Small Group Communication*. Minneapolis, Burgess Pub. Co., 1972.
HF/5381/B63557	Borow, Henry. *Man in a world at work*. Boston, Houghton Mifflin, 1964.
LB/1027.5/B67	Boy, Angelo. *The Counselor in the Schools*. Boston, Houghton Mifflin, 1968.
HM/251/B623	Bradford, Leland. *T-Group Theory and Laboratory Method*. N.Y., Wiley, 1964.
RC/480.5/B7	Brammer, Lawrence. *Therapeutic Psychology; Fundamentals of Actualization Counseling and Psychotherapy*. Englewood Cliffs, N.J., Prentice-Hall, 1968.
BF/698/B665	Brand, Howard, Editor. *The Study of Personality: A Book of Readings.* N.Y., Wiley, 1954.

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APPENDIX D

Current and Future Competency Sessions Offered at Gonzaga University

Classes	Competencies to be Attained and Assessed	Level	
EDU 639 Introduction to Theories of Counseling	Philosophy	All Preparatory	Begin Initial
	Individual Counseling	All Preparatory	Begin Initial
EDU 560 Introduction to Guidance Services	Career Development	All Preparatory	Begin Initial
	Issues	All Preparatory	Begin Initial
	Research	All Preparatory	
EDU 615 Introduction to Counseling Psychology	Learning and Human Development	All Preparatory	Begin Initial
	Mental Wellness	All Preparatory	
	Abnormal	All Preparatory	
EDU 675A Supervised Practice in Counseling	Self-Awareness	All Preparatory	Begin Initial
	Individual Counseling	All Preparatory	Begin Initial
	Group Counseling	All Preparatory	Begin Initial
	Communication Skills	All Preparatory	
EDU 620 Research Design and Statistics	Research	Selected Preparatory	Selected Initial
	Statistics	Selected Preparatory	Initial
EDU 664 Group Counseling	Group Counseling	Selected Preparatory	All Initial
EDU 655 Appraisal and Advanced Counseling Techniques	Individual Counseling		Selected Initial
	Philosophy		All Initial
	Appraisal	All Preparatory	All Initial
	Consult-Ref.	All Preparatory	Begin Initial
EDU 675B Supervised Practice in Counseling	Self-Awareness		All Initial
	Individual Counseling		All Initial
	Psychology		All Initial
	Career Development		All Initial
	Consult. & Ref.		All Initial
	Issues		All Initial
	Communication Skills		All Initial

Each of the above classes were designed to assist a candidate attain the competencies specified in this certification program. The classes offered during the academic year are designed to build the competencies necessary for Preparatory and Initial certification. All of these sessions would be open to all candidates accepted into this certification program. There is a fee for each session and graduate credit would be granted for each session.

Gonzaga envisions sponsoring additional competency sessions in the above areas designed for attaining Continuing Level competencies as the demand for such sessions occurs. Gonzaga also plans to offer continual professional growth experiences for individuals certified at the Continuing Level. Possible areas for competency sessions would be supervision, specific techniques, current issues, etc.

APPENDIX E

Candidate Recommendation Form and Candidate Statement

RECOMMENDATION FORM

____
(Name of Candidate)

The above named student has applied for admission to the program of counselor certification and has requested a recommendation from you. A concise response in the following areas would be appreciated.

A. Describe the applicant's interest in counseling.

B. Comment on applicant's strengths for counseling. (Please comment on communication skills and interpersonal relationship skills)

C. Would you consider the applicant for admission to the certification program in counseling?

Yes____ No____

D. Further comments:

Please send this completed form to:

ESA Consortium, c/o
Director, Graduate Studies in Education
Gonzaga University
E. 502 Boone Avenue
Spokane, Washington 99202

________________Date ______________________________Signature

______________________________Position or Title

Thank you for your assistance.

Candidate Statement

(typed, single-spaced)

A. Describe your interest in counseling and relate this interest to some area in the field.

B. Assess your current strengths in counseling. Please consider your communication skills and your inter-personal relationship skills.

APPENDIX F

Relationship Between Certification Program and Masters Degree Program- Gonzaga University

Relationship Between Certification Program and Masters Degree Program at Gonzaga University

Requirements for Certification

Demonstrate entry level competencies

Demonstrate competency at requested certification level

Requirements for Masters Degree

Admission Requirements

Demonstrate entry level competencies
GRE score in upper two-thirds
Letters of recommendation from colleagues and supervisors
Personal statement from candidate
Undergrauate grade point of 2.65 upper division

Degree Requirements

Demonstrate competency through the initial certification level
Earn 30 semester credit hours of graduate work
Complete an approved research project
Complete an oral examination

APPENDIX G

Letters of Endorsement

Spokane Education Association, Inc.
West 105 Nora Avenue
Spokane, Washington 99205

January 2, 1973

Dr. Frank Brouillet
Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504

Dear Dr. Brouillet:

This letter is to inform you that the Spokane Education Association approves and supports the Gonzaga University program for Counselor Preparation. The Spokane Education Association has been involved in this consortium since its formation in 1971.

Sincerely,

Ernest Gosnay
President

cc Dr. Peterson, Gonzaga University
Mrs. Barbara Wylder
Mrs. Margaret Dicus

Washington State Counselors Association

December 28, 1973

Dr. Terrance L. Peterson
Gonzaga University
Spokane, Washington

Dear Dr. Peterson:

This letter is being written to indicate the support of the Washington School Counselor Association for the Counselor Training Program developed by the consortium of which you are chairman.

We appreciate the time and effort evidenced by your finished project, and are pleased to have had involvement through the representation of Don Ellis for WSCA. Please feel free to request any further assistance we may give.

We wish you every success with the acceptance of your consortium's guidelines for counselor certification.

Sincerely,

Alice S. Miller, President
Washington School Counselor
Association

December 20, 1973

Dr. Terrance Peterson, Chairman
Gonzaga University Consortium
School of Education
Gonzaga University
Spokane, Washington

Dear Dr. Peterson:

I have received and read the document describing the program for counselor certification developed by representative members of Gonzaga University, Spokane School District 81, Intermediate School District 101, Spokane Education Association and the Washington School Counselors Association. The program is well constructed and is consistent with professional directions valued by the School of Education at Gonzaga University.

This program has my full support.

Sincerely,

Kenneth A. Ames, Dean,
School of Education

KAA/ae
cc/ Fr. Via

Intermediate School District 101

December 13, 1973

Dr. Terrance Peterson
College of Education
Gonzaga University
E. 502 Boone Avenue
Spokane, Washington 99202

Dear Dr. Peterson:

I have reviewed the competency based program for counselor preparation by Gonzaga University and would like to congratulate the consortium on the work done in this document. I am pleased that Intermediate School District #101 could cooperate in this task. It is obvious that a great deal of expertise and effort went into the preparation of the competencies. Gonzaga University can be justifiably proud of its counselor certification program. The training sequence and the effort of the consortium has my wholehearted endorsement and support.

Sincerely,

Ben Larson, Superintendent
Intermediate School District #101

BL:dm

December 14, 1973

To: Mr. C. W. Iles, Director
Professional Education and Certification Section
State Department of Public Instruction
P. O. Box 527, Olympia, Washington 98504

From: ISD 101 "Umbrella" Consortium, Coordinating Committee Officers
Jack Moore, Chairman, c/o Central Valley School District,
South 123 Bowdish Street, Spokane, Washington 99206

Re: Submission to SPI of Gonzaga/Spokane ESA Counselor Education
Task Force Program

On December 13, 1973 the Coordinating Committee of the ISD 101 Umbrella Consortium took formal action to approve and forward to SPI the Gonzaga-Spokane ESA Counselor Education Task Force Program. This is the first task force to seek SPI approval for implementation from this consortium. Dr. Terry Peterson, Chairman of the Task Force (Gonzaga University), will be the appropriate "contact person" regarding a site visitation, program approval, and program implementation.

One of the purposes of the Umbrella Consortium concept is to analyze the programs developed by "task forces" using the criteria on pages 4-5 of the 1971 Guidelines. In other words, through our Program Review Committee structure we attempt to ask the questions which a state site team will pose, Hopefully, this process will necessitate less unnecessary work for your site visitation team as well as substantially improve a task force's program prior to arrival in Olympia.

Again, the Coordinating Committee requests your prompt and favorable consideration of the Gonzaga-Spokane ESA Counselor Education Program proposal (arriving under separate cover directly from Dr. Peterson) which, we believe, meets the letter and spirit of the 1971 Guidelines.

We are looking forward to a site visitation in the near future.

cc/ Dr. Terrance Peterson, Gonzaga University
Alf Langland, SPI, Spokane
Ed Lyle, SPI, Olympia
Dr. Marjorie Anderson, SPI, Olympia

Spokane Public Schools

December 14, 1973

Dr. Frank B. Brouillet
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Dear Dr. Brouillet:

The purpose of this letter is to inform you that Spokane School District #81 supports and approves of the Gonzaga University program for Counselor Preparation, and has been involved in the development of the program.

Sincerely,

William J. Riggs
Deputy Superintendent

WJR/aekp

State of Washington
Superintendent of Public Instruction
Olympia

May 27, 1974

Dr. Kenneth A. Ames
Dean, School of Education
Gonzaga University
Spokane, Washington 99202

Dear Dr. Ames:

I am pleased to notify you that the State Board of Education has granted operational approval to the school counselor program submitted by the Gonzaga University/Spokane School District/Spokane Education Association Task Force under the I.S.D. 101 Umbrella Consortium.

The State Board of Education took this action on May 16, 1974. The program has been approved for a five-year period commencing with the academic year 1974-75.

Staff of our Professional Education Section will be working with the consortium as it proceeds to implement recommendations of the site visitation team.

Your agency is to be congratulated for the development of this program. We shall follow its further development with interest.

Sincerely,

Frank B. Brouillet
President
State Board of Education

FBB:ag
cc: Dr. Terry Peterson

APPENDIX H

Relationship with Intermediate District 101 Consortium

This consortium acknowledges the Intermediate District 101 "Umbrella" Consortium. The by-laws and program contained in this document are consistent with, and have been approved by the District 101 Consortium

BYLAWS OF INTERMEDIATE SCHOOL DISTRICT 101 CONSORTIUM FOR THE PREPARATION LEADING TO THE CERTIFICATION OF SCHOOL PROFESSIONAL PERSONNEL

February 22, 1972

ARTICLE I - AUTHORIZATION

Section 1. This Consortium is authorized under the 1971 Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel which states, "Under these standards preparation programs are to be developed and implemented by a consortium of agencies." These agencies are defined as "colleges and universities, school organizations and professional associations".
(Guidelines and Standards, Sec. B., P. 3.

ARTICLE II - PURPOSE

Section 1. It is the intent of these bylaws to establish roles and procedures under which the Consortium will engage in program development leading to implementation of the 1971 Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel. Specifically, these bylaws are concerned with (1) consortium structure, (2) formulation of policy, (3) the consortium's function in developing certification program objectives and characteristics, (4) implementation and administration of programs, (5) appeal procedures, and (6) review, evaluation, and modification of programs established by the consortium.

Section 2. The purpose of this Consortium is to draw together the optimum human and material resources for the preparation of school professional personnel; to improve communications between colleges and universities, professional associations and school organizations responsible for preparation programs; to review proposals in order that preparation programs may be planned and implemented in the most effective manner. This Consortium shall strive to provide a constructive interchange of assistance and communication between all segments of the profession as it proceeds to carry out the intent of the 1971 Guidelines and Standards.

ARTICLE III - MEMBERSHIP

Section 1. Membership in the Intermediate School District 101 Consortium shall be open to all school districts, independent school systems, professional education associations and colleges and universities serving the students and the general public within the above Intermediate School District.

ARTICLE IV - COORDINATING COMMITTEE

Section 1. A Coordinating Committee shall be created composed of seven school district representatives elected at-large within Intermediate School District 101 plus one from School District 81; seven professional association representatives elected at-large by the professional associations within Intermediate School District 101 plus one from the Spokane Education Association; five representatives from colleges and universities (Washington State University, Eastern Washington State College, Gonzaga University, Fort Wright College, Whitworth College).

Section 2. (a) The Coordinating Committee shall serve to expedite the responsibilities of the Consortium.

(b) The Coordinating Committee shall assure the formation of appropriate task forces composed of a balance of agencies when it is apparent that specific preparation programs should be initiated to serve the profession. (c) The Coordinating Committee shall have the authority to approve appropriate task forces composed of a balance of agencies when it is apparent that specific preparation programs have been or are to be initiated to serve the profession. (d) The Coordinating Committee shall give assistance and counsel to the officers of the Consortium. (e) A major responsibility of the Coordinating Committee will be to recommend candidates for certification.

ARTICLE V - OFFICERS

Section 1. At the first meeting of the Consortium each fiscal school year (July 1 - June 30) the Coordinating Committee shall elect a chairman and two co-chairmen to serve as coördinating officers of the Consortium and the Coordinating Committee. The chairman and the co-chairmen shall plan agendas for the meetings, be responsible for the distribution of meeting notices and other communications and shall call meetings when sufficient business dictates or when requested by a petition of seven members of the Coordinating Committee. Section 2. One of the two co-chairmen will serve as recorder.

ARTICLE VI - PROGRAM REVIEW COMMITTEE

Section 1. A Program Review Committee shall be elected from the membership of the Coordinating Committee. The Coordinating Committee shall present the charge to each Program Review Committee established. In establishing the Program Review Committee the Coordinating Committee shall see that there is representation from the three preparation agencies as defined in the 1971 Standards together with such other consultative assistance as the Coordinating Committee shall deem appropriate. After the first school year in which the Program Review Committee is elected subsequent elections shall provide for continuity by re-election of at least two members from each of the three preparation agencies as defined in the 1971 Standards.

Section 2. The Program Review Committee shall review all professional preparation programs for certification designed to be implemented within the boundaries of Intermediate District 101. The Committee shall, after reviewing the proposed programs, make such recommendations as shall, in the considered opinion of the members of the committee, strengthen and imporove the quality of the program. The Program Review Committee shall report its activities and recommendations to the members of the Consortium.

Section 3. The Program Review Committee shall also make its recommendations known to the school organization(s), the professional Association(s) and the colleges and universities who, as a task force of the Consortium, was responsible for designing any specific program to prepare educators for certification.

Section 4. A task force composed of the colleges and universities, the school organization(s) and professional association(s) shall submit its proposal to the Coordinating Committee after giving consideration to the recommendations of the Program Review Committee.

Section 5. The Coordinating Committee may reserve the right to approve, recommend, modify or withhold approval of the proposal.

Section 6. The Coordinating Committee shall have the obligation of informing all members of Intermediate District 101 Consortium of action taken relative to all proposals submitted to it.

Section 7. The Coordinating Committee shall also have the responsibility of transmitting all recommended programs to the Division of Teacher Education and Certification in the Office of the State Superintendent of Public Instruction for review and approval by the State Board of Education.

ARTICLE VII - RECIPROCITY IN PROFESSIONAL DEVELOPMENT

Section 1. Intermediate School District 101 Consortium for the Preparation and Certification of School Professional Personnel should develop reciprocal arrangements with other Consortia within the State of Washington.

Section 2. The Intermediate School District 101 Consortium should provide information for individuals from out-of-state who wish to pursue Washington certification requirements at the appropriate level within the intent of the Guidelines and Standards.

ARTICLE VIII - APPEAL PROCEDURE

Section 1. Individuals seeking certification through programs implemented under the Intermediate School District 101 Consortium, or representatives of preparation agencies, or members of task forces, who have been aggrieved by any action of the Consortium, or agents of the Consortium, may seek adjustment of the grievance. Adjustments of the grievance shall be sought through a sequence of steps.

Step 1. Presentation of the grievance to the level of the Consortium, or agent of the Consortium, where the grievance has occurred.

Step 2. Appeal of the adjustment, or lack of adjustment, may be carried to the next higher level.

Section 2. For purposes of appeal levels of recourse in the Consortium shall be:

a. A preparation agency or task force

b. The Program Review Committee

c. The Coordinating Committee

d. The full Consortium

e. The Division of Teacher Education and Certification of the Office of the State Superintendent of Public Instruction

f. The State Board of Education

g. Appeal to the Courts.

The lack of presentation of a grievance in the above sequence shall not negate the opportunity of an individual to be heard at a higher level.

ARTICLE IX - REVIEW OF CONSORTIUM OPERATION

Section 1. The total operational pattern of Intermediate District 101 Consortium, including these bylaws, shall be evaluated by the constituent organizations annually.

ARTICLE X - PARLIAMENTARY PROCEDURE

Section 1. Sturgis Standard Code of Parliamentary Procedure (Second edition) shall be the authority governing the conduct of meetings. (Exception: see Section 6 below)

Section 2. Officers of this Consortium shall compile a list of all school organizations, all professional associations and all colleges and universities in

Intermediate School District 101 (as defined by the 1971 Standards) who become signatories to this Consortium.

Section 3. The officers shall compile a list of all representatives and alternates of agencies listed in Section 2 above.

Section 4. The officers shall compile and maintain an up-to-date list of task forces that are developing preparation proposals.

Section 5. A quorum for the conduct of any meetings of the Consortium shall be at least fifty percent of the representatives or alternates of each agency as provided in Article I, Section 1 above.

Section 6. Decisions made within each of the three preparation agencies as defined by the 1971 Standards shall be made by a majority of the representatives of the agency. Decisions of the Coordinating Committee shall result from concensus with each of the preparation agencies having one vote in challenging decisions.

ARTICLE XI - FINANCE

Section 1. The Consortium shall request funds from the Office of the State Superintendent of Public Instruction who might direct costs of operation. No financial commitments on the part of any members of the Consortium are implied by this document. Any budgetary commitments of the participating professional associations, school organizations, and colleges or universities can be made only by the appropriate policy making bodies of the respective organizations.

ARTICLE XII - DEPOSITORY

Section 1. Intermediate School District 101 shall serve as a service office and the official depository for any records or other possessions of the Consortium created herein.

ARTICLE XIII - AMENDMENTS

Section 1. These bylaws may be amended by approval of two-thirds of the total membership of the Coordinating Committee after a two week's notice of the meeting date and the proposed amendment has been sent to all representatives of the Consortium.

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